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ABSTRACT

Fourteen teacher-training modules focus on strategies which concern humanizing and individualizing learning in elementary education programs. Designed for inservice teacher training by a principal or curriculum specialist, these modules provide alternative teaching techniques for teachers interested in curriculum innovation. Topics of the 14 modules include goal setting, communication techniques, teacher cooperation strategies, teaching-learning styles, values exploration and communication, instructional objectives, student learning contracts, learning centers, team teaching, open or informal classrooms, small-group inquiry techniques, learning activity packages, individually guided education, and simulation role playing. Each module or strategy can be used independently. Each module contains a definition of purpose, objectives, time required, necessary materials, arrangements, and teaching procedures. A selective, annotated bibliography is also included. (DE)

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AN
EDUCATIONAL
LEADER'S
HANDBOOK
FOR
HUMANIZING
AND
INDIVIDUALIZING
EDUCATION

EDUCATIONAL IMPROVEMENT CENTER
OF NORTHWEST NEW JERSEY



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AN EDUCATIONAL LEADER'S
HANDBOOK
FOR
HUMANIZING AND INDIVIDUALIZING
INSTRUCTION

Educational Improvement Center of Northwest New Jersey
Cedar Knolls, New Jersey

January, 1976

DEVELOPERS:

Joseph T. Pascarelli, Project Manager
Susan T. Yudin, Project Assistant
Ren Reinish, Project Assistant
Kathleen A. Ellison, Project Assistant

Educational Improvement Center of Northwest New Jersey

Thomas S. Hamill
Executive Director

Staff

Cathy Alexander
Katherine B. Andryshak
Michael R. Andres
Katherine Ballantyne
Joyce Boose
Bedford D. Boston
Bob Brown
Jan Carter
Kevin Dangler
Deborah D'Auria
Diane Dvorin
Kathleen A. Ellison
Joanne Erb
Arnold C. Ettinger
Paula Galland
Pat Graybeal

Vivian Kitchenman
Kathleen T. Krom
Claudia Merkel-Keller
Gloria Mikowski
Kathleen R. Nuspl
Carol Ann Novik
Joseph T. Pascarelli
Beth Pavoni
Ren Reinish
Julian W. Robertson
Debra Stein
Andrew A. Walter
Mary Lou Welsh
Susan T. Yudin

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ACKNOWLEDGMENTS

The training modules in this Handbook are outgrowths of activities designed and conducted at the Educational Improvement Center of Northwest New Jersey. They represent the contributions of a team of professionals who worked closely together in the Humanizing and Individualizing Project.

The inspiration for the designs as they appear in this Handbook comes mainly from the teachers and educational leaders in the six county area of Northwest New Jersey. Their support and enthusiasm as participants in workshops and other training activities during the life of the project was most nurturing.

Special credit goes to George Andrusin, Tom Butler, Chuck Hostetler, Jim Heffernan, Debra Stein, Tarcila Sutterly, Willa Spicer and some EIC staff members who spent a good portion of their December holiday critiquing the draft copy of this Handbook. We found their suggestions very valuable.

Finally, thanks to children - the Lauras and Ericas of this world- our only real future.

J.T. Pascarelli

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INTRODUCTION
AND
OVERVIEW

WHAT THIS HANDBOOK IS

This Handbook is a series of fourteen training modules that are designed to be conducted by an educational leader (principal, curriculum co-ordinator, teacher-leader, etc.) for a school staff. Instructions on how to conduct the experiences are explicit. Materials, for the most part, and consultant services are available at the Educational Improvement Center of Northwest New Jersey. Because of the training designs, minimal training is required in order for an educational leader to facilitate any module.

There are many ways in which a school can further humanize and/or individualize its teaching-learning program. This Handbook is about fourteen specific ways to start. They are not guaranteed to "catch-on" or "work" since many environmental variables exist in each setting. On the other hand, they will succeed in making school staffs more aware of what it means, for example, to consider team teaching as an alternative or to explore the concept of small-group inquiry. Participants learn what a learning activity package is by "doing" one. Goal-setting becomes experiential, not an abstract concept. Focusing on awareness, the modules can be used in elementary and some middle school settings.

In this manner, the modules serve as enlightening experiences. They act as basic stimuli to the acquisition of some basic knowledges and attitudes. Participants are provided with experiences which help them to respond, choose, and begin to value some alternatives. At maximum level of success, they will be inspired to seek further experiences with peers, to begin to plan programs around these experiences, and to work as collaborative groups in curriculum development. At minimum level, they will have been exposed or been made aware of specific program strategies.

WHO SHOULD USE THIS HANDBOOK

The success of an educational system is based in part upon the relationship between the educational leader and the school staff. A dialogue between the two, based on trust, respect, and growth through co-operative decision-making is fundamental. This dialogue should concern primarily the curriculum -- the life-spring of the school. Sarason points to the dilemma: "... if he (a school leader) is not constantly confronting himself and others, and if others cannot confront him with the world of competing ideas and values shaping life in a school, he is an educational administrator and not an educational leader."¹

While the purpose of this section is not to explore role behavior, it cannot ignore this dimension. As a leader, he/she must be sensitive to the individual needs of a staff. Motivation must be high; communication must be clear and open. An atmosphere of co-operation and mutual dependency is necessary. What the leader does to bring about these conditions begin to define the role.

Given the above conditions, an educational leader can use this Handbook to stimulate a staff -- to open up new perspectives to them. This Handbook is designed to be used by an educational leader who perceives himself/herself as an active catalyst and support agent in people-growth and curriculum-growth programs.

¹ Seymour B. Sarason. The Culture of the School and the Problem of Change. Boston: Allyn and Bacon, 1971.

WITH WHOM TO USE THIS HANDBOOK

The activities are designed primarily for use with teachers. Reactions to the designs have been extremely positive, however, when the majority of participants are teachers and a minority of other roles include specialists, guidance personnel, administrators, teacher aides, parent volunteers and other members of the educational community.

As a result of the experiences, a better sense of community should develop within groups. Participation in the experiences should help people to become more open, more helpful toward each other, and more willing to take risks. They are likely to develop an increased sense of confidence in dealing with problems and working toward improvements.

WHEN TO USE THIS HANDBOOK

Most of these modules are appropriate for faculty meetings or in-service sessions. Some activities may be subdivided into shorter sessions (e.g. Goal-Setting). If this is desirable, attention should be given to maintaining the integrity of each unit. Other modules offer optional activities (e.g. Open Classroom) and can be extended.

Pacing is an important factor. Participants should be encouraged to develop ideas through the discussions and especially during the debriefing sessions. During "doing" sessions, ample time should be provided so participants may complete products and/or projects.

HOW TO USE THIS HANDBOOK

By definition, a handbook is a tool which is used to satisfy a specific need. This Handbook focuses in on fourteen strategies which concern humanizing and individualizing learning. As such, it is not intended to be "used" cover-to-cover but sparingly and discreetly as needs emerge.

As a first step in using a specific module, we recommend reviewing the "Definition", "Purpose", and "Objectives" sections and relating them to the perceived need. You may wish to inform staff members and acquire input before scheduling a session. Having done this, schedule the session, identify the materials needed, and arrange the workshop room.

Procedures for each module are stated simply and consistently. As leader, you need to be familiar with the materials and design but do not need to be an expert in the process. The step-by-step approach is intended to help you work smoothly through the activity. We recommend identifying and preparing all handouts, transparencies, worksheets, and newsprint earlier and stacking them in sequence before conducting the module. Organization is the key factor which helps to determine success.

Take steps to ensure a comfortable, non-threatening environment that is conducive to exploratory learning. Readiness is crucial. As you conduct the experience, be sensitive to the participants' cues and modify pace, delivery, etc. accordingly. The debriefing session is crucial in every module where it is listed. Open sharing should complement the review of the experiences.

At a later date, we recommend distributing copies of the "Where Can You Go From Here" section to staff members. This information will help those interested to pursue additional materials.

Some final pointers in conducting the module:

- be open, accepting, and accommodating
- assume the role of facilitator, not authority-figure
- keep the focus of each session clear
- strive for full participation
- help participants articulate and clarify their perceptions
- facilitate the discussion, restating participants' concerns, interests, etc.
- be certain to identify next-steps if applicable

HOW EACH MODULE IS DESIGNED

Each module or strategy is designed to be used independently. The format, however, is consistent throughout. Each section begins with a definition, offers some purposes and objectives, lists the time required for the experience, and identifies materials, stimuli and room arrangements necessary. It then presents procedures which include some items for discussion and/or clarification. These are followed by hand-outs and worksheets (to be copied and distributed), transparency sheets (to be converted for overhead presentation), and newsprint modules (to be converted to newsprint for display during activity). A section entitled "Where Can You Go From Here" concludes each module. This is a list of next-step references which has been critiqued. Sections of each module are color-coded for easy reference.

DEFINITIONS - Buff-colored

We have developed precise definitions for the strategies to avoid ambiguity. In some cases we list specific characteristics (e.g. Open Classroom) to clarify and communicate effectively. In others (e.g. Team Teaching), we offer the broadest definition to encourage the development of various approaches.

PURPOSES - Buff-colored

Most strategies can serve a variety of purposes beyond those mentioned. In some cases, you may wish to adapt them to a specific environment.

OBJECTIVES - Buff-colored

To bring the activity into sharper focus, we have articulated objectives to which a trainer should be sensitive. We do not envision paper and pen-

cil tests being used to evaluate learning, but it is recommended to bear them in mind during discussions, debriefings, etc.. You may wish to share some of them with participants.

TIME - Buff-colored

Time approximations vary depending upon many factors. Some exercises involve more "doing" (e.g. Open Classroom); others, more discussing (e.g. Small-Group Inquiry). As trainer, you will have to be sensitive to individual learning styles and pace the activity accordingly. Some experiences require work outside the session (e.g. Learning Activity Packages). When this occurs, it is indicated.

MATERIALS - Buff-colored

Most of the materials and equipment are available in schools. Films, filmstrips, audio and sound tapes, etc. may be borrowed from the Educational Improvement Center of Northwest New Jersey.

STIMULUS - Buff-colored

In conducting some modules (e.g. Goal-Setting), we recommend using a stimulus. This is usually a film or a filmstrip/cassette tape. A description of the stimulus appears with viewing time, etc..

ROOM ARRANGEMENTS - Buff-colored

The recommended designs will vary depending upon the available space. In most cases the small group (5-6 per table) is desirable. In some situations (e.g. Instructional Objectives) two rooms should be used.

PROCEDURES - Buff-colored

Steps are intended to be both succinct and sequential. In most cases, we recommend adhering to them. During an activity, it will become obvious that you will be required to expand upon certain concepts. In many instances, participants are appropriate resources.

Special instructions, discussion questions and guidelines, etc. appear in italicized type to maintain a streamlined format.

Some modules (e.g. Goal-Setting) include alternative procedures. In these instances, choose the alternative which is more compatible with your needs.

NOTES - Buff-colored

A space for notes is included in the right-hand margin of each Procedures section. As trainer, you will have occasion to jot down key points, special information, etc..

HANDOUTS - White

Samples of all handouts are included and appropriately labelled. You may either Xerox the originals in the Handbook or have new copies made. Since most are fairly uncomplicated, we recommend the latter. The Procedures section indicates when they should be distributed.

TRANSPARENCIES - White

Samples are included and appropriately labelled. They must be converted to plastic. The Procedures section indicates when they should be used.

NEWSPRINT - White

In some instances (e.g. Instructional Objectives) we recommend posting newsprint in the front of a room. Transpose the information.

WORKSHEETS - White

Where included, these are integral parts of the learning experiences (e.g. Instructional Objectives). They, too, will remain with the participants but for organizational purposes we differentiate them from Handouts.

WHERE CAN YOU GO FROM HERE

- Salmon-colored

A wide range of references has been critiqued and included in each section. Print and non-print materials cover such topics as learning theory, how-to-do-it approaches, research reviews, and teaching techniques. Sample guides, annotated bibliographies, video taped presentations, simulation games, and films also appear. Most of these materials are available at the Educational Improvement Center of Northwest New Jersey. These should provide participants with ample direction -- to move beyond the awareness experience.

HUMANIZING AND INDIVIDUALIZING INSTRUCTION

In designing the original workshops in Humanizing and Individualizing Instruction, we, at the Center, used some guiding quotes to help us remain sensitive to our "humanizing" goal. Rather than re-create new definitions and characteristics, we choose to share with you, the reader, these quotes which we consider the cornerstones of this Handbook.

About Humane Teaching . . .

As educators we must keep an eye peeled for what children know how to do; what children like to do; and what they actually do. Often the marginal learnings are the most valuable. The Coleman Report, although it dealt with achievement, led to the conclusion that you improve a school by stressing "self-concepts," by providing "more pupil success and less failure," and by cultivating the "spirit of the school." Humane teaching will assist each child in his "becoming" as a person, his learning to be free, and his growing in the courage to be a more confident, autonomous human being. Humane teaching will assume that the child needs to be listened to and heard; to be sustained in his immaturity as he gathers his resources and gets his bearings; to be encouraged to investigate alternatives and explore options; and to be supported as he takes the risks that life demands.

Melvin W. Barnes, "The Administrators Role
In Humanizing the School," The National
Elementary Principal, XLIX (February 1970)
40.

and . . .

"It has become part of the curriculum to teach each young person to be sensitive to his/her own ideas and feelings, to listen to them, and to honor them. It has become part of the curriculum to teach that all communication rests on honesty and sensitivity and the courage to be one's self, out in the open ... I want to hammer home everlastingly that most of what we call humanization has to be the long accretion of subtle influences built right into the curriculum ... Wholesome human qualities ... are not going to emerge somewhere else from some extraordinary miracle ..."

Fred T. Wilhelms, "Humanization Via the
Curriculum," Humanizing Education, 1967.

and . . .

"Unless knowledge is related to an affective state in the learner, the likelihood that it will influence behavior is limited."

G. Weinstein and M. Fantini, 1970

and . . .

"The only legitimate objective in teaching is that the student will be changed in such a way as to transcend mere intellectualizing and to become a better, more fulfilled person. I guess we are looking for what you call 'joy.' We want something to happen to students which inculcates a joy of life they can carry out of the classroom and into life ..."

A humanistic teacher -- from Harold C.
Lyon, 1971

About Humanistic Teachers . . .

"Perhaps the most basic of these essential (teaching) attitudes is realness or genuineness. When the facilitator is a real person, being what he is, entering into a relationship with the learner without presenting a front or a facade, he is much more likely to be effective ... It means that he is being himself, not denying himself . . . There is another attitude ... I think of it as prizing the learner, prizing his feelings, his opinions, his person. It is a caring for the learner."

Carl Rogers, 1967

And About Humane Schools . . .

(A humane school) is one which attempts to stress the ideal psychological atmosphere for each student to learn in school -- a place where a student can learn to like himself/herself better, to understand himself/herself better, to fit into society, to be able to work with others, and to be able to learn in diverse ways in different fields. It is a place where he/she is not only free to learn but learns that freedom is not doing as he/she pleases -- that freedom carries with it grave responsibilities -- a happy place where there is order without regimentation, where there are teachers who have empathy -- who do care -- where there is curriculum and methodology which stimulate the ability and the disposition to learn,

where the student has a feeling of worthwhileness and belonging, and where teachers and administrators dare to care and dare to act.

(Excerpted from a speech by Earl C. Funderburk, director of Supervisory-Administrative Services for the National Affiliated and Associated Organizations of NEA, presented at a meeting of the Northern Virginia Chapter of Phi Delta Kappa.)

These excerpts provide the essence of what learning is as it applies to the training modules in this Handbook.

INDIVIDUALIZING INSTRUCTION is one means to humanizing education. It is not a single, uniform procedure which can be defined in a phrase or two. Neither trendy nor gimmicky, it is more than just instructional packages. Rather individualizing learning is based on certain premises; distinct features characterize it.

The general orientation of the concept is toward the individual learner. As such, it focuses on the child's learning style, interests, motivations, goals, competencies, and needs. This focus is based on the following premises:

Each child learns at different rates. Learning is basically incremental.

Each child must be taught to learn how to learn.

The individualized learning mode creates changes in the environment for the child and the teacher. For example, the child begins to work more in small groups than ever before and can explore in greater depth areas of interest. The teacher, having carefully planned learning programs, can spend more time in small groups and/or one-to-one encounters. The teacher, as a result, becomes more of a guide or a facilitator as he/she shares the responsibility for active learning with the learner.

Diagnosing, prescription, alternative modes of learning, and self-evaluation characterize the concept of individualizing: A teacher involved in such

a program knows each learner and diagnoses his/her abilities. Prescription follows. Alternative learning activities are provided so the child can proceed at his/her own pace and level with learning tools that motivate and involve him/her. To accommodate individual learning styles, the environment may contain centers, interest areas, learning activity packages, etc.. More specifically, the child who learns well by listening can learn through records, filmstrips, tapes, and visuals. Choice, self-pacing, and self-directing are necessary ingredients of the learning activity. An added feature of an individualized program is the self-evaluation stage. Each child, by using post-tests or other reporting methods, can determine his/her growth.

Let us consider another perspective of individualized learning. Four distinct "types" of individualizing processes have emerged during the last two decades. They all have to do with the learner, the school (the teacher), and media used in learning.

		OBJECTIVES	
MEDIA	School Determined	School Determined	Learner Selected
	Learner Selected	A	C
		B	D

In Type A, called "individualized diagnosis and prescription," the teacher determines how the objectives will be met. Type B, "self-directed learning," permits the learner to choose how he/she will meet the objectives prescribed for him/her. The learner determines the objectives, and the school (teacher) determines the media in Type C, called "personalized individualization." Type D is called "independent study" in which objectives and media are determined by the student. While the terms used to define these types have no particular status, they do help to classify the types of individualized learning modes. We recommend considering all four alternatives in planning programs.

In this brief overview of humanizing and individualizing, we have tried to explore the two conceptual dimensions upon which this Handbook rests.

TRAINING
MODULES

GOAL SETTING

GOAL SETTING

DEFINITION:

Goals should express the general desired outcomes of specific behaviors or states. Goals are abstract and conceptual in nature -- statements of intentions or purposes that we would like to achieve and to which we would like to direct our behavior. The goals discussed in this section all deal with student achievement. They should be stated in terms of what students will know, understand, appreciate, and exemplify at the completion of their school career.

PURPOSE:

This activity is designed:

- to enable participants to understand and experience the goal-setting process.

OBJECTIVES:

- 1) Having viewed the film Future Shock, participants will brainstorm a list of "implications for education."
- 2) Participants will brainstorm, cluster, and develop a list of goal statements.

TIME:

1-1/2 hours

MATERIALS:

16 mm movie projector
Screen
Newsprint
Markers

Film: Future Shock (McGraw-Hill, 42 mins., color)

Handout I - "Projection into 1986" (p. 47)

Handout II - "Goal Statement Solicitor Form" (p. 51)

STIMULUS:

Film: Future Shock - A Review
(McGraw-Hill, 42 minutes, color)

An exciting documentary, FUTURE SHOCK, narrated by Orson Welles, is based on the best seller by Alvin Toffler. This film presents a stunning look at the collision between present and future occurring now. Rapid-fire film sequences dramatize man's loss of a sense of belonging in the new marketplace -- new social patterns -- the "packaged society." As the camera sweeps through it all, the message is clear: our real concerns are progress, transiency, disposability, the nuclear family, social values changes, scientific knowledge. Man must harness these changes and be able to use them for the benefit of mankind.

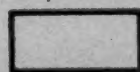
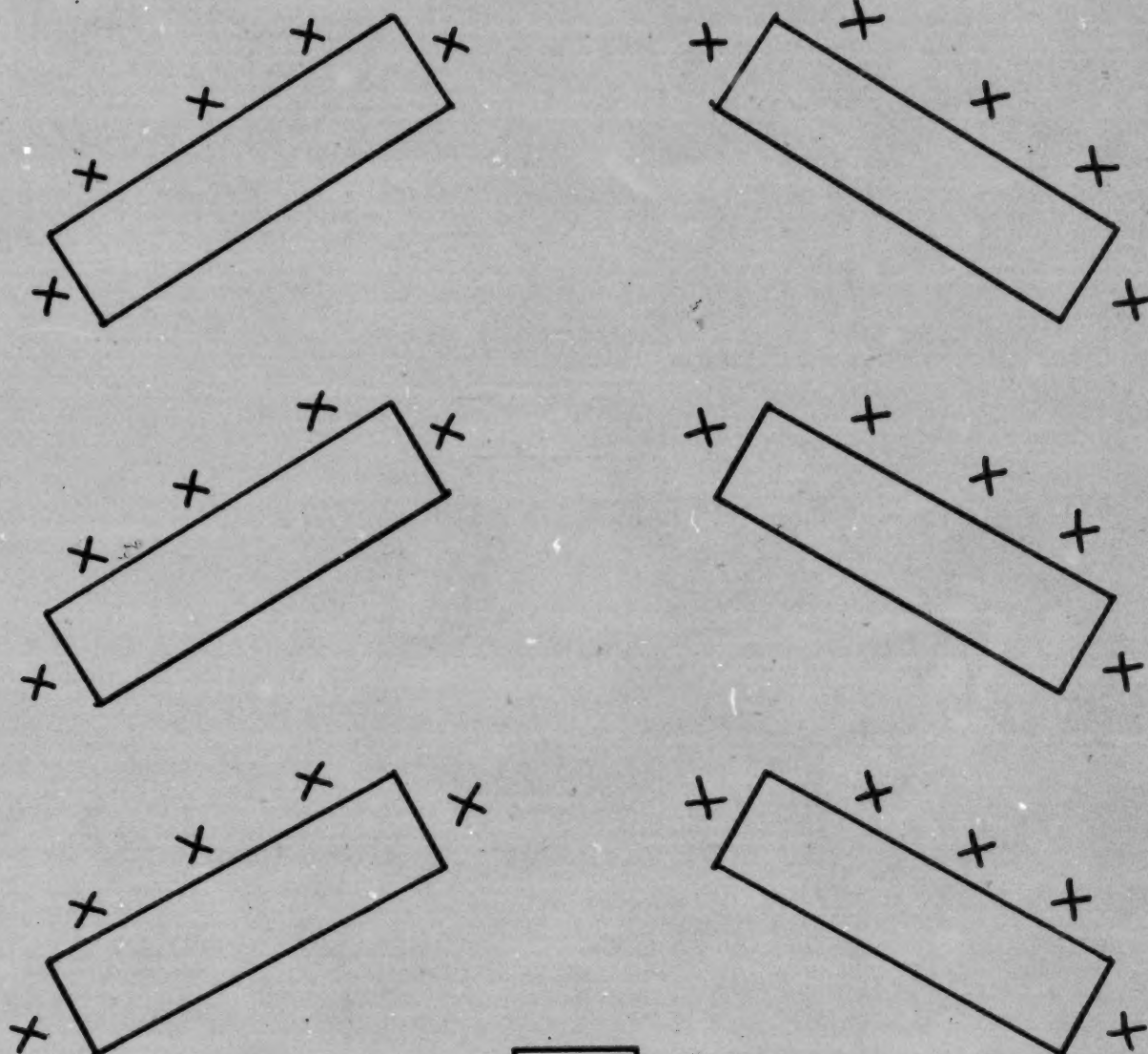
Discussion Questions:

- What evidence do we see of "future shock" right before our eyes? In our schools? In our homes?
- How has the transient nature of society with its emphasis on disposability affected the values of our students?
- How do we help students to cope with decision-making?
- How do these technological advances apply to individualizing instruction?
- Are we educating children to be passive acceptors or active interveners in determining the course of their lives?

ROOM ARRANGEMENTS:

Five or six people per table.

ROOM ARRANGEMENT



Projector

Screen

PROCEDURES

Two specific strategies are offered.

Alternative I emphasizes the establishment of goals using the film as a stimulus.

Alternative II suggests using the film and form "Projection into 1986" as two stimuli.

Read through both Procedures and Instructional Material before making your decision

PROCEDURES	ALTERNATIVE I	NOTES
1. Explain that this activity will eventually deal with establishing goals but as a stimulus, participants will view the film <u>Future Shock</u> (McGraw-Hill, 42 mins., color). 2. Show film (see STIMULUS, p. 28). 3. Conduct a short brainstorming session and record responses on newsprint. The stimulus question is: "As a result of viewing this film, what implications do you see for education during the next ten years?" (Five minutes maximum.)	<i>Brainstorming rule should be reinforced:</i> a. <i>Each participant is encouraged to call out his/her thought or suggestion as soon as an opening (group silence) presents itself.</i> b. <i>The group is reminded to focus or concentrate on specific topic, question or issue before the group -- and on nothing else.</i> c. <i><u>No analysis, editorial comment, negative criticism or "put downs" are permitted.</u></i> d. <i>All suggestions and ideas pertaining to the topic are written whether they seem realistic or "far out."</i> <i>(Dunn and Dunn, 1972)</i>	4. Now introduce the concept of a goal -- "<u>A statement of broad direction, general purpose, conceptual or abstract in nature. It</u>

PROCEDURES (Cont.)

ALTERNATIVE I

NOTES

concerns desirable behavior at a far-distant point in time. As such, it provides direction for us in the near-distant future. A goal is often idealistic; it may never be attained yet it is something we work towards."

5. Conduct a brainstorming session and record the responses very clearly on newsprint. The stimulus or impetus statement is: "By the year 1985, the children in MY educational system will be _____/will be able to _____."

(Eight minutes maximum.)

ALL GOAL STATEMENTS MUST FOLLOW THIS PROCEDURE AND HAVE "STUDENTS" AS GRAMMATICAL SUBJECTS.

6. Read list aloud and ask contributors for clarification of some items if necessary.

7. Ask the group to take a few minutes to peruse the items on the newsprint. Have them then look for relationships, overlaps, connections, etc.

8. Have participants identify groups of similar items and label them with common symbols.
(This is the clustering process.)

Example:

<u>Symbols</u>	<u>Items</u>
X	Able to read newspapers
∞	Able to respect others
X	Can express self clearly when speaking
∞	Able to achieve his/her maximum potential

30

PROCEDURES (Cont.)	ALTERNATIVE I	NOTES
<u>Symbols</u>	<u>Items</u>	
 	Have a positive self-image Able to make decisions	
9. Ask small groups to take a common group of items (like symbols) and to recast the statements into one umbrella statement which encompasses the ideas of all the items in each cluster. Give groups 20 minutes to review chosen items and to rewrite. It is the process -- (what is happening) and not the context (outcome statement) which is important! 10. At the end of the time period, ask a representative of each small group to record outcome statements (goals). 11. Debrief the activity with the group.	<i>The debriefing should include the following points:</i> - <i>Do we have a good understanding about the the definition of "goals"?</i> - <i>What <u>happened</u> during the brainstorming? Did someone else trigger off thoughts in your mind?</i> - <i>What are your feelings about clustering?</i> - <i>Did your small group <u>follow through</u> with the cluster directions?</i> - <i>Were they creative and explore other areas as well?</i> - <i>What are your <u>feelings</u> about clustering?</i> - <i>How did your small group <u>operate</u>? Did they accept the statements from the list and deal only with them or did they creatively explore other areas?</i> - <i>Do you feel that the group statement is yours?</i>	

PROCEDURES (Cont.)	ALTERNATIVE I	NOTES
- <i>Are there parts of this activity that you can use in your own classroom?</i> - <i>How viable do you feel our final list of student goal-items is?</i> 12. Distribute Handout II - "Goal Solicitor Form" (p. 51). Participants may use this step-by-step form in developing goals. (This has implications for curriculum and program levels as well.)		

PROCEDURES	ALTERNATIVE II	NOTES
1. Explain that this activity will eventually deal with establishing goals but as a stimulus, participants will view the film <u>Future Shock</u> (McGraw-Hill, 42 mins., color). 2. Show film (see STIMULUS, p. 28). 3. Conduct a short brainstorming session and record responses on newsprint. The stimulus question is: "As a result of viewing this film, what implications do you see for education during the next ten years?" (Five minutes maximum.)	<i>Brainstorming rule should be reinforced:</i> a. <i>Each participant is encouraged to call out his/her thought or suggestion as soon as an opening (group silence) presents itself.</i> b. <i>The group is reminded to focus or concentrate on specific topic, question or issue before the group -- and on nothing else.</i> c. <i><u>No analysis, editorial comment, negative criticism or "put downs" are permitted.</u></i> d. <i>All suggestions and ideas pertaining to the topic are written whether they seem realistic or "far out."</i>	(Dunn and Dunn, 1972)
4. Distribute Handout I - "Projection into 1986" (p. 47) and have participants complete it.		
5. Use the final three goals participants articulate and have participants record on newsprint.		

PROCEDURES (Cont.)	ALTERNATIVE II	NOTES
6. Ask the group to take a few minutes to peruse the items on the newsprint. Have them then look for relationships, overlaps, connections, etc.		
7. Have participants identify groups of similar items and label them with common symbols. (This is the clustering process.)		
Example:		
<u>Symbols</u>	<u>Items</u>	
X	Able to read newspapers	
∞	Able to respect others	
X	Can express self clearly when speaking	
∞	Able to achieve his/her maximum potential	
∞	Have a positive self-image	
Δ	Able to make decisions	
8. Ask small groups to take a common group of items (like symbols) and to recast the statements into one umbrella statement which encompasses the ideas of all the items in each cluster. Give groups 20 minutes to review chosen items and to rewrite. It is the process -- (what is happening) and not the context (outcome statement) which is important!		
9. At the end of the time period, ask a representative of each small group to record outcome statements (goals).		

PROCEDURES (Cont.)	ALTERNATIVE II	NOTES
10. Debrief the activity with the group. <i>The debriefing should include the following points:</i> - Do we have a good understanding about the definition of "goals"? - What happened during the brainstorming? Did someone else trigger off thoughts in your mind? - What are your feelings about clustering? - Did your small group <u>follow through</u> with the cluster directions? - Were they creative and explore other areas as well? - What are your <u>feelings</u> about clustering? - How did your small group <u>operate</u>? Did they accept the statements from the list and deal only with them or did they creatively explore other areas? - Do you feel that the group statement is yours? - Are there parts of this activity that you can use in your own classroom? - How viable do you feel our final list of student goal-items is? 11. Distribute Handout II - "Goal Solicitor Form" (p. 51). Participants may use this step-by-step form in developing goals. (This has implications for curriculum and program levels as well.)		

Alternative II - Projection
Into 1986

(1 of 2)

PROJECTION INTO 1986*

Project yourself into the future. The year is 1986. Imagine that you are still working in this school district. If you had your fondest wish about your work, what would your work here be like in 1986? We realize we are asking no small feat of imagination, but please try to depict your vision of the future with as much specificity as possible in answering the following questions. In each case, tell how you would like it to be in 1986. You may or may not, as you prefer, temper your vision with what you think is realistically possible.

1. Now in 1986, my age is
2. My position in the school district is
3. Some of the kinds of activities I engage in each day are
4. My responsibilities or functions are to
5. What is it you especially like about your work?
6. What results of your work make you especially proud?

* Schmuck, et al., 1972

Alternative II - Projection
I 1986 (2 of 2)

Now look back at your answers to questions 1 through 6. Some things you are doing in 1986 or results you are producing are very different from those of ten years earlier. Pick out the most important differences -- not the biggest differences, necessarily, or the most difficult to achieve, but the differences you feel are the most valuable and satisfying.

7. What have been the two or three things most worth accomplishing by 1986?

8. What are the chief sorts of satisfactions you feel from these accomplishments?

Now leave 1986 and return to the present. Looking over your answers to the above questions, what do you seem to be saying about your goals for 1986 as a member of this school district? Please write out two or three goals that you believe contain the more important elements of your answers above.

1...to

2...to

3...to

GOAL STATEMENT SOLICITOR FORM

1. State something you think the schools should do.

2. Why should the school do this?

3. What will it do for the student?

4. Now, complete the following sentence:

A student should (have)

(be)

(be able to) _____

(circle one)

_____ as a result of
experience in school.

The sentence you have completed is an "Education Goal Statement."

NOTE: The Goal Statement Solicitor can be employed as many times as
desired to develop as many goals as are desired.

WHERE CAN YOU GO FROM HERE . . .

Fitch, Lyle C. "Eight Goals for an Urbanizing America." Elementary Education Today: Its Impact on Children. Washington, D.C.: National Education Association, 1971, pp. 301-23.

Goal statements for urban development have been written in quantity in recent years, but they have concentrated on special problems rather than on broader ones. In order to deal with the promise and the threat held by present trends of urban development, eight goals that represent the directions in which we should be going are suggested.

For example, Goal I seeks "An urban society with values, environment, and service systems that respond fully to the needs and wants of families and individuals; a society drawn to the 'human scale.' This society should be open, with freedom of choice, freedom to move up occupational and social ladders and opportunity to participate fully in economic and political life. It should be a pluralistic society in that it honors cultural differences which particular groups may wish to maintain. It should offer a variety of ways of life and opportunity to choose among them."

Each of the goals desire a change in the quality of the human experience and the environment within the urban order. This essay explores these dimensions.

"Goals For Education: Community Involvement," Modelog: A Catalog of Comprehensive Educational Planning Component Models. Trenton, New Jersey: New Jersey Department of Education, 1975.

Goal-setting is one stage of any comprehensive planning system. One section of Modelogue, a reference guide for educational planning, includes a collection of summaries of marketed goal-setting strategies. The fifteen summaries include an overview of the process, implementation needs, and a special feature section highlighting advantages/disadvantages of each model.

Since Modelogue is available in every New Jersey school district, reviews are not presented here. However, it is noted that four prototype models which form interesting contrasts are: "The School and Community" (Phi Delta Kappa), "Partners in Education" (Fresno), "Setting Goals" (Far West Labs), and "Community-Perceived Needs Assessment Module" (Research for Better Schools).

"How Will We Raise Our Children in the Year 2000?," Saturday Review of Education, (March 1973), 29-37.

Used as a basis of discussion in a goal-setting activity, the viewpoints expressed in this article can serve as effective stimuli. The article is a collection of statements made by a diverse group of leaders in the areas of education, politics, and the humanities at a symposium sponsored by the editors of Saturday Review of Education on the subject of future child-rearing.

Gloria Steinem asserted, "By the year 2000 there should be no one way of raising children, there should be many ways -- all of them recognizing that children have legal and social rights that may be quite separate and different from the rights or desires of the adults closest to them." From Billy Graham's point of view, "... the time-honored virtues, which have augured well for the family since the beginning of time, will not be replaced by startling innovations."

Other views were expressed by Nikki Giovanni, Urie Bronfenbrenner, Abbie Hoffman, Elizabeth Janeway, Catharine Barrett, Bruno Bettelheim, George B. Leonard, Bobby Seale, Margaret Mead, and Isaac Asimov.

Despite their vast differences in personality and philosophical orientation, the members of the symposium were almost unanimous in their assertion of the positive possibilities the future offers young and old alike.

Leonard, George B. "Visiting Day, 2001 A.D." Education and Ecstasy. New York: Dell Publishing Co., Inc., 1968, Pp. 139-155.

Everyday at the Kennedy School is visiting day. Parents frequently drop by out of a sense of sheer fascination and a desire to experience the school environment in which 800 children between the ages of three and ten are free learners. "The first principle of free learning is that if an environment fails to draw or to educate, it is the environment's, not the learner's, fault." Therefore, the children are absolutely free to go any where on the school grounds and do anything they wish that does not hurt someone else.

In creating this school of 2001 A.D., George B. Leonard cleverly summarizes the evolution of the free-learner concept (from A.S. Neill in the 1920s to Ongoing Brainwave Analyses and Computer-Assisted Dialogue in the 1980s and 1990s). Through the vehicle of science fiction, he imagines a school in which children learn the "basics" by the age of six, experience a multitude of feelings from excitement to serenity, and view education in a loving and growing way.

This chapter of Education and Ecstasy sets an interesting backdrop against which teacher discussions can take place.

Mager, Robert F. Goal Analysis. Belmont, California: Fearon Publishers, 1972.

Goal Analysis combines a light hearted approach with sound substance. "If your goals are important to achieve," Mager emphasizes, "it is essential that you do more than just talk about them in 'Fuzzy' terminology. Broad statements of intent can be achieved only to the degree that their meaning is understood: to the degree that you will know one when you see one."

"Fuzzies," the term Mager uses for abstractions, call for goal analysis. Readers will learn to identify statements that define abstractions and those that describe performances. They will also be able to describe performances that represent the meanings of a goal they consider important to achieve.

The goal analysis procedure involves the following steps:

- 1) Writing down the goal;
- 2) Writing down the performances that, if observed would cause you to agree the goal has been achieved;
- 3) Sorting the things listed in Step 2. Delete duplications and items that, on second thought, are unwanted. Check for abstractions (fuzzies) and put them on separate pages to be processed through steps one and two.
- 4) Writing a coherent statement for each performance on the list, describing the nature, quality, or amount you will consider acceptable.
- 5) Testing the statements with the question, if someone achieved or demonstrated each of these performances, would I be willing to say the goal was achieved? When the answer is yes, the analysis is complete.

Following this procedure may lead to a different outcome than originally anticipated. "So what?" Mager jocularly points out. "The purpose of an analysis is to give you better information with which to make decisions. If it does that, even by sending you in a different direction, you win!"

If you find yourself expressing "fuzzies" like, "students should have pride in their work," quickly consult Goal Analysis!

Popham, W. James. "Deciding on Defensible Goals Via Educational Needs Assessment." Los Angeles, California: Vimcet Associates, 1971.

This is a filmstrip-cassette package which "examines a strategy for systematically securing the preferences of various representative groups in order to establish educational goals. After completing the program the viewer will be able to design a plan for an educational needs assessment procedure."

Whether determining defensible goals in the individual classroom, the local school district, and/or the school system, the key element of the strategy focuses on the educational needs of the learner. An educational need is defined as the gap between the desired learner outcome and the current learner status or, in simple terminology, the gap between what we want and what we have.

Participants in the program are asked to assume roles of parents, community leaders, and school curriculum coordinators as they respond to questions that clarify and illustrate the procedure involved.

The four steps of the procedure, designed to isolate learner needs, are as follows:

- 1) identify educational preferences;
- 2) establish mastery proportions;
- 3) identify current learner status; and
- 4) select goals by contrasting desired with current learning status.

Although the program introduces what might be considered rigorous concepts, the material is presented in a simple yet effective way.

Schmuck, Richard A., Philip J. Runkel, Steven L. Saturen, Ronald T. Martell, C. Brooklyn Derr. Handbook of Organization Development in Schools. Palo Alto, California: National Press Books, 1972.

We recommend especially the chapter on goals as one of the most concise, jargon-free, and substantive presentations of establishing and clarifying goals. "Clear and shared conceptions of goals are vital in schools, where every member of the staff must make frequent judgments in complex situations ... (goals) represent places you would like to be; a state of affairs that (you) value."

The team from the Center for Advanced Study of Educational Administration describe a series of techniques that can be used for determining the kind of goals held by a school organization and for helping staffs establish shared goals. Group process activities are discussed in detail, as well as special procedures for eliciting goal statements. Questionnaires, activity designs, interviewing techniques, and other procedures directly adaptable to the school setting are available.

The chapter is organized to facilitate handy and ready reference. One need not become involved in the overall process of organizational development in order to use this core section on goal-setting. It is a basic!

Shane, June Grant and Harold G. Shane. "Cultural Change and the Curriculum: 1970-2000 A.D.," Educational Technology, (April 1970), 13-18.

In this preview of the world of the rapidly approaching future, curriculum developers are people who must map out educational futures that will facilitate working with ideas, making decisions, and anticipating change. Only through a more provocative, socially-relevant education will individuals be able to avoid "future shock" and begin to actively shape the direction of tomorrow.

Toffler, Alvin, ed. The Futurists. New York: Random House, 1972.

This is a collection of pieces by the best known and most influential futurists at the present time. To illustrate the diversity of the movement, a broad range of countries, as well as personal and professional backgrounds, is represented. Toffler indicates, however, that the list of contributors tilts heavily on the side of the white, male, middle-aged intellectual because he unfortunately reflects the movement as it is today.

The first section of the volume presents seven social critics whose work is change-oriented. Margaret Mead, for example, appeals for a culture in which the old learn from the young. A group of science-trained or science-oriented writers and researchers discuss the nature of forecasting in the second section. Educators will find many thought provoking ideas presented in a contribution by Arthur C. Clarke. He discusses the importance of both nerve and imagination in attempts at prophesizing the future. The book concludes with several essays by philosophers and planners. Biologist Daniel Bell explains the rationale of the Commission on the Year 2000 and the need for a serious discussion of the future as an academic enterprise.

Fifty non-fiction books concerning the future are listed for further reference. This is a selected reference to which one may go for stimulating perspectives or speculations on the future. Such perspectives can serve as a backdrop against which goal-setting can occur.

Toffler, Alvin, "Is Your High School Obsolete?," *Seventeen*, (September 1972).

Provocative, the article accuses America's high schools as obsolescent. A nine question questionnaire is included that can determine whether or not a school has the capacity to adapt in a responsible and selective way to change.

Questions are focused on the orientation and nature of the curriculum, the types of teaching/learning styles available, the method of decision-making, the presence of age segregation, and the school as an ecological menace.

This is another appropriate stimulus for goal discussions!

Toffler, Alvin, ed., Learning for Tomorrow: The Role of the Future in Education, New York: Vintage Books, 1974.

Current innovations in education are not the concern of the contributors to this volume. They are interested in the way in which the concept of the future is dealt with in the schools. The authors represent a diverse group of attitudes and fields, but all agree that education is too "past and present bound."

In one of the essays, Pauline B. Bart discusses "why women see the future differently from men." She argues that the schools of today systematically prepare girls for yesterday's future. In another section, Howard Kirschenbaum and Sidney B. Simon reaffirm the role values play in deciding what kind of tomorrow is preferable.

All argue that education must become future conscious if it is to meet the social, political, and moral needs of human beings today and tomorrow.

COMMUNICATION

ONE-WAY AND TWO-WAY COMMUNICATION

DEFINITION:

Communication involves transmission of a message from one individual to another or to a group. It follows that any cooperative effort or group enterprise is dependent upon its communication process. Problems in communication will be experienced in these exercises.

PURPOSE:

This experience is designed to:

- demonstrate the advantages and disadvantages of one-way and two-way communication.

OBJECTIVES:

Having participated in two communication exercises, players will:

- 1) analyze the one-way and two-way communication processes.
- 2) report these perceptions in the group discussion. Advantages and disadvantages will be emphasized.

TIME:

45-55 minutes

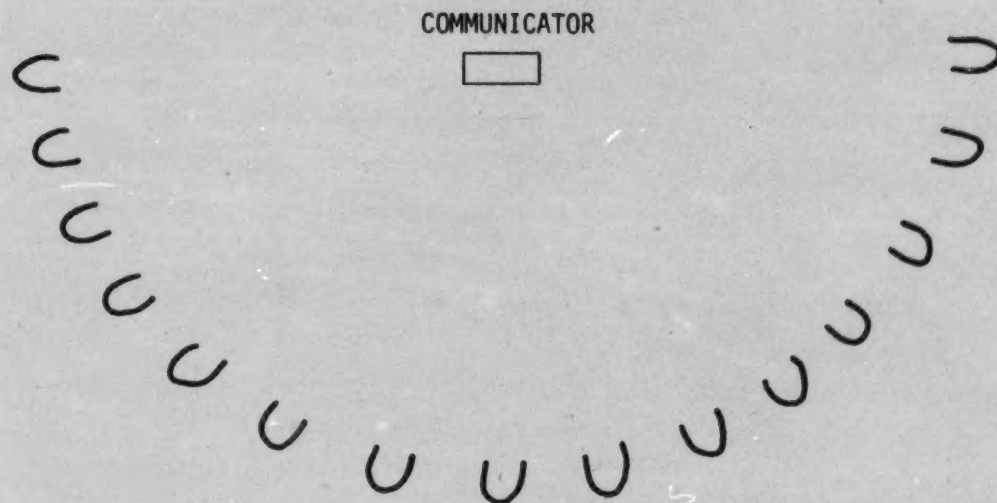
MATERIALS:

Overhead projector (optional)
 Screen (optional)
 8½"x11" white, unlined paper
 Pencils with erasers
 Handout I - "Geometric Pattern" (p. 69)
 Handout II - "Geometric Pattern" (p. 71)
 Handout III - "Communication Guidelines" (p. 77)
 Transparency I - "Geometric Pattern" (optional) (p. 73)
 Transparency II - "Geometric Pattern" (optional) (p. 75)

ROOM ARRANGEMENT:

No more than fifteen chairs arranged in an arc with an area for Communicator in the middle.

It may be necessary to structure another group if size is another concern.



Repeat this pattern in another part of the same room -- if the group is larger than fifteen.

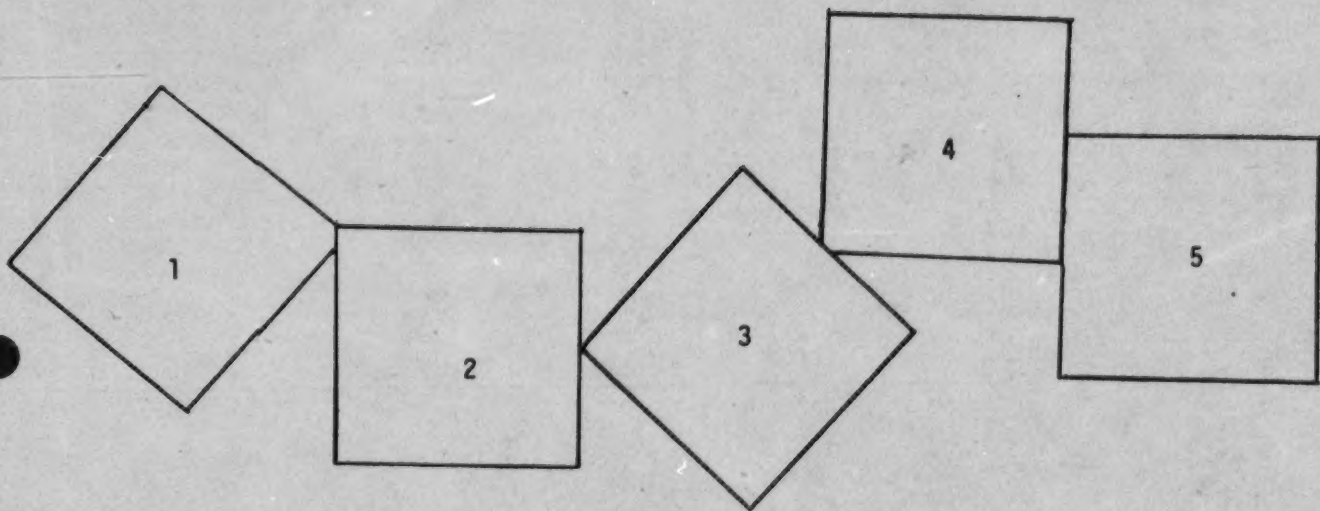
PROCEDURES:**NOTES**

1. Explain that participants will take part in a two-part communication exercise which has direct applicability to the classroom.
2. Ask for one volunteer from each group of not more than fifteen. The volunteer will be called the "Communicator"; the rest of the group will be "Receivers." The object of the activity is for the Communicator to explain a geometric pattern to the receivers, who, in turn, will draw the same pattern as accurately as possible.
3. Ask the Communicator to sit before the group with his/her back turned to the Receivers. There will be no facial gestures or hand movements during the activity. Give the Communicator a folder which has in it the geometric pattern (Handout I - "Geometric Pattern", p. 69). Allow him/her time to study it as you instruct Receivers of their roles.
4. Receivers are to have paper and pencil ready and are to listen carefully to the Communicator's instructions. They will copy the pattern as accurately as possible.
RECEIVERS MAY NOT ASK ANY QUESTIONS. THEY MUST REMAIN SILENT DURING THE ENTIRE ACTIVITY.
5. Check with the Communicator and Receivers if their roles are clear. Answer all questions.

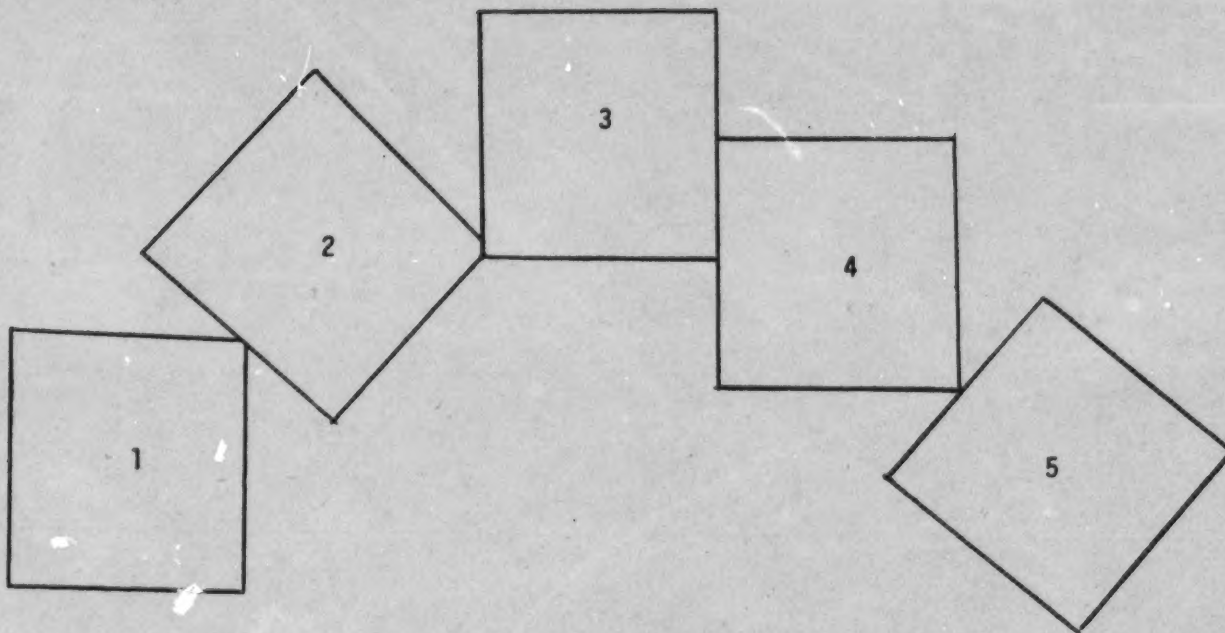
PROCEDURES (Cont.)	NOTES
6. Have them begin playing Round I. 7. Upon completion of this first activity, instruct the Communicator and Receivers that Part II will be similarly played except that DURING THIS SECOND ROUND, THE RECEIVERS ARE ENCOURAGED TO BREAK IN AT ANY TIME, TO RAISE QUESTIONS, AND TO INTERACT VERBALLY WITH THE SENDER. The Communicator will sit in the same position and not use hand movements. He/she can answer any questions and engage in dialogue with the Receivers. 8. Give the Communicator a second folder which has in it the geometric pattern (Handout II - "Geometric Pattern", p. 71) for Round II. Answer all questions. 9. Have them begin playing Round II. 10. At the conclusion of the second episode, you may wish to have players score their results. <i>If scoring is desirable, make an overhead transparency of each of the two geometric patterns (pp. 73 and 75) and show them to the Receivers. Receivers can score their own or exchange patterns.</i> <i>Scoring Information. "A correct square touches one or two other squares at the matching location on the sides of the other squares. It also should be oriented vertically, horizontally, or diagonally as in the Sender's pattern. One point is granted for each correctly drawn square. Scores can range from 0 to 5 for each round."</i> <i>Richard A. Schmuok, et al., 1972</i>	

PROCEDURES (Cont.)	NOTES
11. Conduct a debriefing session to share perceptions of the activity. <i>Use the following guideline questions:</i> <i>What condition provided for the most accurate communication? Why? The least accurate communication? Why?</i> <i>With which condition were you most comfortable? Why?</i> <i>What are the implications for the classroom?</i> <i>What have you learned from the experience that will probably affect your future behavior?</i> <i>The following points should come out during the discussion:</i> <i>Questioning, clarifying, and checking aid the communication process.</i> <i>Feedback is necessary to communicate effectively.</i> <i>It is frustrating to be a receiver of information and not be able to participate.</i> <i>It is frustrating to be a sender of instructions without receiving feedback as to how one is communicating.</i> <i>We, as teachers, so often allow for only one-way communication.</i> 12. Distribute Handout III - "Communication Guidelines" (p. 77).	

ONE-WAY COMMUNICATION

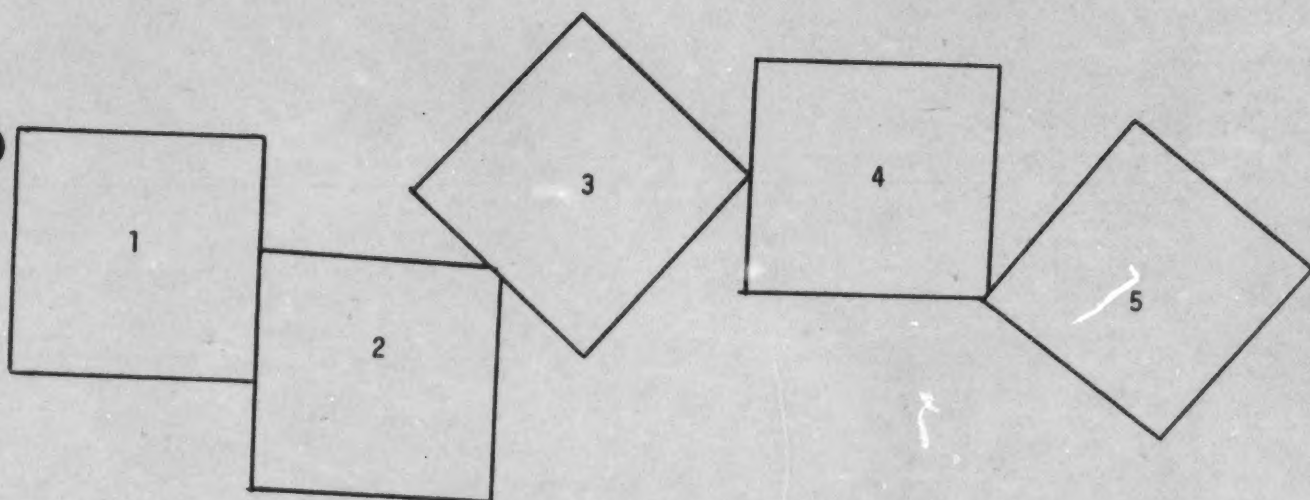


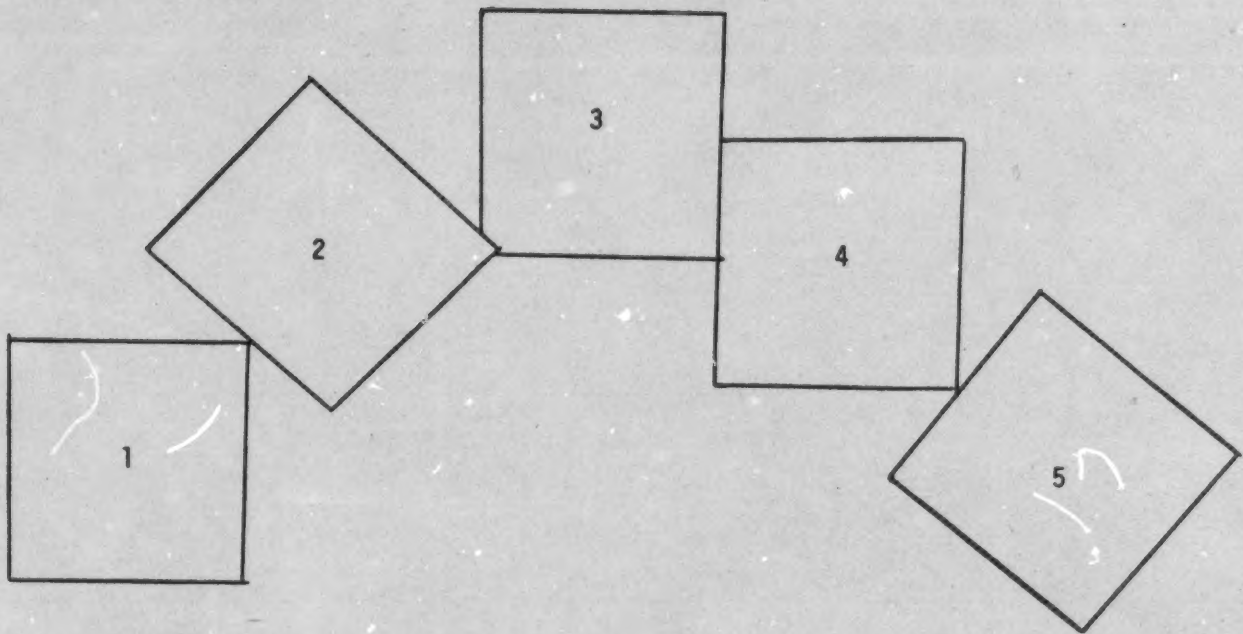
1. Receivers must not see this design.
2. Sit with your back to the Receivers and do not use hand movements. Speak only loudly enough for your group to hear.
3. When you are ready to start, describe the items so that your Receivers can duplicate them on their own papers.
4. None of your Receivers may communicate with you in any way at any time.
5. When you have completed giving instructions, think about how you feel about your experience. Record your feelings and share them in the Debriefing Session.



1. Receivers must not see this design.
2. Sit with your back to the Receivers and do not use hand movements. Speak only loudly enough for your group to hear.
3. When you are ready to start, describe the items so that your Receivers can duplicate them on their own papers.
4. Your RECEIVERS MAY INTERRUPT YOUR DIRECTIONS WITH QUESTIONS AND/OR COMMENTS AT ANY TIME DURING THIS PROCESS.
5. When you have completed giving instructions, think about how you feel about your experience. Record your feelings and share them in the Debriefing Session.

ONE-WAY COMMUNICATION





HANDOUT III - "Communication Guidelines"

COMMUNICATION GUIDELINES

1. Be aware of the "here and now" -- what you are feeling and thinking at this instant is more important than your rememberings. When you are feeling sad, you respond differently to a communication from when you are feeling happy. What you feel affects both the transmission and the reception of the message.
2. It is more useful to talk to a person than about him/her. Being open about areas of agreement and disagreement is more useful than trying to work behind someone's back.
3. Be aware of your own personal "filters" -- those predispositions to take one side before all the evidence is in. Filters such as being a Red Sox fan, being a Republican, being a women's liberation advocate, or being a student, tend to screen information so that a person sees only the side which supports his/her previous position.
4. Be aware of "people should" or "everyone ought to" statements. These can be a way of shifting responsibility from yourself to "society" (hence, nothing can be done). Try using "I" statements in their place. (Examples: "Everyone should work for a living." "Everyone should be more concerned about the appearance of this school.")
5. Be aware that most questions have an underlying statement behind them. It is often more useful to identify the statement and say that instead of the question. "Where did you go?" may be a legitimate question or it may mean, "I am concerned that you might have been doing something that I would not approve of -- tell me what it was." "What were three causes of the Civil War?" could mean, "I'm trying to find out if you were paying attention in class", or "Show me that you read page 374", or "Have you any original ideas on the subject?"
6. Be aware of trying to impose your views on others by using such phrases as "Don't you believe ...?" or "Wouldn't you agree ...?" or "Everyone knows that ..." or "I'm sure that we will all agree that" These are called introjectors because they subtly attempt to introject your views on others.
7. Be aware of "killer statements" -- those statements which act as put-downs. "You don't really believe that, do you?" "Come on, you've got to be kidding." "Where did you get that idea?" "That's some necktie." "Nice play, Shakespeare." An on and on and on. The victim may laugh and all may consider it just another joke, but very often there is a residue of hurt or resentment or threat, all of which close down the windows of perception and hinder communication.
8. Openness and truth are not valuable in their own right. Communication is impaired when a receiver feels attacked or threatened by an open or truthful statement.

WHERE CAN YOU GO FROM HERE...

The annotated bibliography on COMMUNICATION appears at the end of the next training module, COOPERATION, because the references in these two areas are so closely related.

CO-OPERATION

CO-OPERATION

DEFINITION:

Fundamental to the functioning of a district, a school, a classroom, or a committee is collaboration -- individuals who are mutually supportive of each other, who share some common goal, experience personal growth -- growth of the individual, the group, and the organization.

PURPOSE:

This activity is designed to:

- enable players to experience, through simulation, feelings, behaviors, etc. related to a co-operation activity;
- enable players the opportunity to share perceptions about these experiences and identify individual responsibilities as part of a group.

OBJECTIVES:

Having participated in the simulation on co-operation, participants will:

- 1) analyze the group process -- specifically, how individual groups functioned, how the players related to each other -- and report these perceptions in the group discussion.

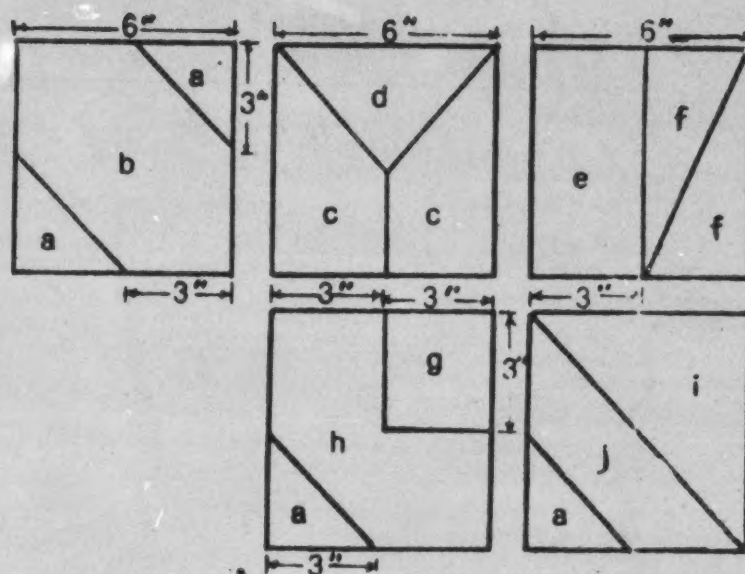
TIME:

45-55 minutes.

MATERIALS:

Sets of five envelopes containing pieces made of plastic, oaktag, or cardboard. (One set per group of five players, p. 84).

CO-OPERATION GAME (NON-VERBAL): THE FIVE-SQUARE PUZZLE

Preparation of Puzzle

A puzzle set consists of five envelopes containing pieces of stiff paper cut into patterns that will form 6 inch squares, as shown in the diagram. Cut the squares into parts and lightly pencil the letters a through j as shown below. Then mark the envelopes A through E and distribute the pieces thus:

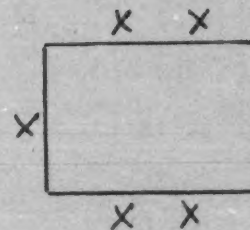
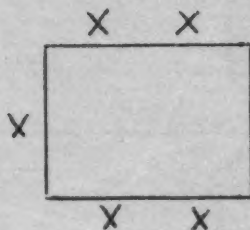
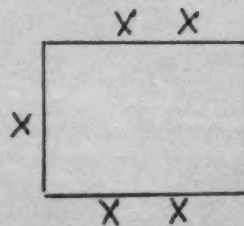
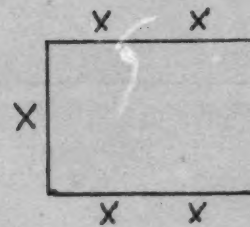
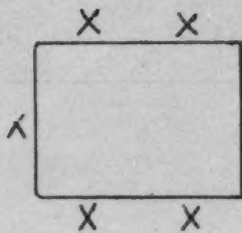
- Envelope A -- j, h, e
- B -- a, a, a, c
- C -- a, j
- D -- d, f
- E -- g, b, f, c

Erase from the pieces the small letters and write instead the envelope letters A through E, so that the pieces can be easily returned for reuse.

Several combinations of the pieces will form one or two squares; but only one combination will form five squares.

ROOM ARRANGEMENT:

Five players to a table. (see Diagram)



PROCEDURES:	NOTES
1. Explain to players that this simulation will highlight for them some key issues in communications that have direct applicability to the classroom, as well as among staff members. 2. Divide groups into sets of five. Appoint some observers to watch silently the activities and who will help you during the feedback session. <i>Since this exercise will demonstrate interesting co-operative behavior, it is recommended to use some selection criteria in determining group make-up.</i> 3. Instruct players to sit at tables, each table having five chairs around it. 4. Distribute sets of envelopes containing appropriate plastic pieces. <i>It is important that players do not open envelopes containing plastic pieces until after playing instructions (#5) have been given. Also, from this point on there should be no talking.</i> 5. Instruct players that there are exactly enough parts distributed among the five people to make five complete squares. The Task is completed when a square is put together in front of each person in the group. REPEAT THE FOLLOWING RULES VERY CLEARLY:	

PROCEDURES (Cont)	NOTES
a. Each member must construct one square directly at his work place. b. <u>No member may talk, signal, or gesture in any way</u> that would provide guidance, direction, or suggestions to any other group member. c. Any member may give any of his pieces to another member. d. Each member's pieces must be in front of him at his work place except the one piece he is giving to another member. <u>Only giving is allowed: no taking.</u> 6. When instructions are clear to every player, proceed with the game. The roles of the facilitator and observers are to mill around observing carefully behaviors of players. 7. As each team of five complete the task, they can silently mill around remaining players until all teams reach completion. 8. Conduct a Debriefing Session immediately following the performance. <i>The Debriefing Session to this exercise is always exciting. Some players experience difficulty and frustration; others have looked in vain for cues from others.</i> <i>Your debriefing role is to guide the discussion by questions:</i> <i>How did you feel during the activity?</i>	

PROCEDURES (Cont.)	NOTES
How did your group function? Was there a pattern? Did you follow the rules? Did a leader identify herself/himself? How did your group define co-operation? How can you compare this to real-life situations? Team teaching? Curriculum workshops? What implications does this exercise have for our work in school? "... the most direct contribution a member can make is to look around the table for a place he thinks one of his pieces might fit and give that piece to the appropriate person -- but he must then allow the other person to find for himself the way that piece fits with others in the place before him. This exercise points up the great difficulty experienced in letting other people do things their own way. It also points up the great reliance we put on language to influence the behavior of others. Finally, it provides a very useful amount of information about how members of the group act toward one another under the frustration which the exercise produces ..." Richard A. Schmuck, et al., 1972 But don't relate these points to the players; have the players realize and articulate them. Observers should be brought into the discussion when appropriate. Their key role is to identify that which they saw happening. Avoid judging. The following points should come out during the discussion: In a co-operative effort, everyone shares in the responsibility and decision-making. Groups function in distinct patterns. Leaders usually emerge. The group goal must be shared by each member. Interdependency is fundamental to group process.	

WHERE CAN YOU GO FROM HERE . . .

Bradford, Leland (ed.). Group Development. Washington, D.C.: National Education Association, 1961.

"At every level of education, from elementary school to programs for adults, those teachers who know how to help groups form and mature can release powerful forces to support individual learning." And the school administrator who knows how to mobilize the energies of groups-- whether in staff conference, board meeting or PTA committee -- faces the critical problems of today's schools with strength.

This book, the first in a series of three, concerns itself with major topics in human relations training. The opening articles in this collection address themselves to trained awareness of ourselves in groups and attempt to demonstrate how mature groups can work for the expression of individual integrity. The remaining articles examine specific group development problems -- such as leadership stereotyping and "hidden agendas." They further describe ways that have been proven effective in diagnosing group problems and in developing the group maturity and skill necessary to deal with these problems.

It is an appropriate basic resource in the area of group process.

Fox, Robert S., Richard Schmuck, et al. Diagnosing Professional Climate of Schools. Virginia: National Training Laboratories Learning Resources Corp., Inc. 1973.

Bringing about educational change is a larger issue than just restructuring curriculum. Educators have become increasingly aware that the climate within a school is a vital factor that must be addressed in bringing about change. The effects of an unhealthy climate are readily identifiable. Diagnosing the underlying reasons is often a difficult task. The purpose of this book is to offer ways to do so.

Each of the seven chapters poses and responds to some questions that could be asked in order to bring about productive data-gathering. Instruments which are useful in data-gathering are suggested. Each chapter also attempts to aid the user in considering how data might be organized, what kinds of interpretation of findings can be developed and how the implications may be directed into viable alternative courses of action.

Thirty instruments are contained in the book. Most can be used as is or adapted to the particular needs of a school. The chapters themselves deal with Organizational problem-solving, staff responsibilities, staff behaviors, staff resources, community involvement and the why-when-and-how of diagnosing your school. This guide is especially useful for schools currently involved in improving staff relationships.

French, Russell. "Individualizing Classroom Communication," Educational Leadership, 28 (November 1970), 193-6.

The content of this article is crucial if one is truly concerned with developing meaningful, individualized experiences. French cuts through all the fancy jargon and confronts the reader with the underlying issue fundamental to any educational program. He strongly urges that more emphasis be placed on interpersonal communication in the classroom. The author maintains that the view of the teacher must shift from sender and prime mover of communication in the class to a receiver role. If true individualized learning is to effectively take place, the teacher must be sensitive to each student in receiving communications -- verbal, and more importantly, non-verbal.

Teaching from the "receiver orientation" is a new dimension that must be explored further. French urges readers to do so. He dedicates the remainder of the article to a description of modalities of student non-verbal expressions. The intent is to clarify their worth to the teacher. The categories are as follows:

- 1) expressions of need;
- 2) expressions of anxiety;
- 3) expressions of boredom;
- 4) expressions of involvement;
- 5) expressions of verbal substitutes.

Jung, Charles, et al. Interpersonal Communications: Leader's Manual & Participant Materials. Portland, Oregon: Northwest Regional Educational Laboratory, 1972.

This tool enables the user to conduct a workshop in interpersonal communications by providing all the necessary information and materials. The sequence of 20 exercises is aimed at providing three types of learning: 1) the participant becomes more clear concerning things to know about in the area of interpersonal communications; 2) he practices what he learns in interpersonal communications and 3) he becomes able to recognize more clearly his own personal style of communicating with others. This workshop is specifically designed for teachers

but can be used with other educational personnel. Increased awareness and practice of interpersonal communications is effective in the implementation of innovative school programs.

This package is sequentially designed to provide a basic foundation of interpersonal skills which may later be continually developed into a complete repertoire. The workshop takes five days to conduct and an outside facilitator is recommended to conduct it.

Pfeiffer, J.W. and John E. Jones. A Handbook of Structured Experiences for Human Relations Training. Volumes I, II, III, IV. Iowa City, Iowa: University Associates Press, 1972.

This series of four handbooks provides a well-rounded variety of simulation exercises and structured experiences for improving and facilitating more effective interpersonal communications. Each design addresses itself to a particular issue of group development, such as problem-solving, openness and trust, goal-setting, etc.. The designs are very adaptable and should be used so that they fit the goals of each particular group. The contents are sequentially arranged, based on the amount of understanding, skill and experience needed by the facilitator. Each exercise includes references to supplemental materials and "lecturettes."

Reeves, Elton T. The Dynamics of Group Behavior. American Management Association, Inc. 1970.

This book provides an in-depth focus on social psychology. Before delving into the actual forces that come to play within groups, the author presents material pertaining to motivation of individuals and groups. Material is directed towards an understanding of different kinds of groups and their similarities and differences. This vital knowledge enables us to make predictions as to outcomes of group situations as they arise.

Reeves recognizes other aspects of group behavior such as leadership, followership and the issue of role conflict. An underlying theme of the whole book comes to light in the last chapter which shows how proper application of knowledge of group dynamics can improve family living. This may just be the first step in improving all aspects of our lives.

Schmuck, Richard, Philip J. Runkel, et al. See An Annotated Bibliography.

Schrank, Jeffrey. Teaching Human Beings: 101 Subversive Activities for the Classroom. Boston: Beacon Press, 1972.

This book is dedicated to "educating" rather than teaching. Schrank offers alternative strategies that promote the opening of communication lines which enables students and teachers to see each other as human beings. Schrank emphasizes a need for an attitudinal change and an "unlearning" of those things which stifle the growth and potency of students as people. This book is a sorely-needed prescription for starving students: students who have been force-fed those very things which defeat the very purpose of education.

The "cookbook" offers recipes for heightening awareness of students as people -- providing them with meaningful tools for experiencing life rather than being an observer on the sidelines. Schrank suggests exercises as simplistic as feeling objects blindfolded to watching a movie about death and then discussing it. He touches on such areas as "sense education" and "chemicals and the body."

This book is truly a grab-bag of teaching-sharing activities from which to pick and choose. It also serves as base from which anyone can develop her/his own strategies.

GAMES AND MULTI-MEDIA MATERIALS

Effective Communication. Niles, Illinois: Argus Communications, 1971.

This multi-media kit consists of a set of four cassettes, each focusing on a different aspect of effective communication. A series of activities accompanies each introduction. Because of its basic simplicity, a tool such as this is especially suitable for any junior or senior high classroom. The approach is direct and provocative and will provide an excellent framework for further exploration of communications. Topic areas include:

Art of Listening - identifies listening as a skill to be developed rather than a physical process. Exercises include following directions, rumor chains, and dialogue.

Awareness of Feelings - probes a highly salient area of communication. Because our culture denigrates emotionality, we often are not aware of our own feelings or the importance they play in effective communication. Activities include various role-playing situations and individual sharing of feelings about oneself and others.

Speech Mannerisms and Body Talk - explores speech as an intricate device with which the speaker often expresses hidden desires and motivations. Speech mannerisms and body language reveal meanings that go beyond words themselves. Participants are given the opportunity to identify verbal mannerisms through role playing and observing their own behaviors. There is also a chance for participants to explore non-verbal communication.

Attacking and Defending - explores and helps to identify subtle forms of verbal attack and defense. Activities providing trio experiences offer rich learnings. Defensive behavior is employed at times when a compliment is given; we defend ourselves because we don't know how to accept praise or positiveness. A final exercise addresses itself to handling a compliment.

Trip to Mars--A Game for Change. Cleveland: Creative Learning Systems, 1971.

This simulation game is designed to explore and develop group decision-making skills. Inherent in the design is the importance of individual values and how they may come to influence group decision-making. By presenting the participants with an imaginary situation, they are able to extrapolate from their experience how decision-making groups function in real-life situations.

Participants are told that Mars has been settled and there is a need for an educational program to be designed and built for the children of Mars. The task is to first decide individually what ten items should be included for educating the children. Afterwards, the teams convene and develop a team list of items. There must be consensus as to the ten most important items. After a half hour has elapsed, two more optional manipulations may be done. At the conclusion of the simulation, all teams come together for a discussion of the process and share their own perceptions and learnings.

Two-way Street. Cleveland: Creative Learning Systems, 1971.

In this simulation, participants receive directions from a volunteer central communicator. Three vivid illustrations of the results of three different communication-flow patterns occur. Players decide for themselves which one of the patterns--giving information, soliciting information and exchanging--has been most effective in the exercise and why.

The following questions form the basis of the discussion:

Which condition provided for the most accurate communication? Why?

The least accurate communication? Why?

With which condition were you most comfortable? Why?

What have you learned from the exercise that will probably affect your future behavior?

This is an excellent "starter" activity for those interested in working in the area of communication.

TEACHING-LEARNING STYLES

TEACHING-LEARNING STYLES

DEFINITION:

How do we learn? How do we teach? This module is concerned with those specific behaviors we demonstrate in performing both of these activities. Teaching-learning theory and current action-research have contributed in identifying specific behavioral categories for these functions.

PURPOSE:

This activity is designed:

- to give teachers and administrators the opportunity to explore the role behaviors of children and teachers in the teaching-learning process.
- to gather information on teachers' and/or administrators' attitudes on learning assumptions.

OBJECTIVES:

Given a matrix and lists of learning-teaching role behaviors, participants will be able to:

- 1) articulate a series of "I learned that ..." statements about the involvements and contributions of teachers and students as they interact in the classroom;
- 2) be more sensitive to "matching" styles between teachers and students;
- 3) identify the group's position concerning attitudes on Learning Assumptions.

TIME:

1-1/2 hours

MATERIALS:

Overhead projector

Screen

Newsprint

Markers

Handout I - "Assumptions About Learning and
Knowledge" (p. 113)

Transparency I - "Teaching-Learning Matrix" (p. 119)

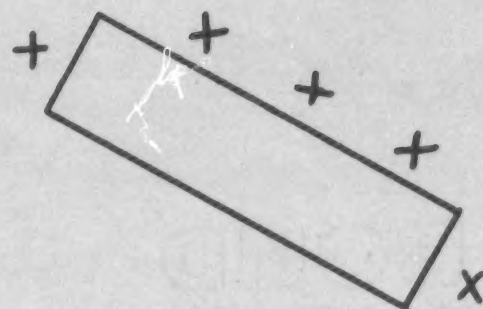
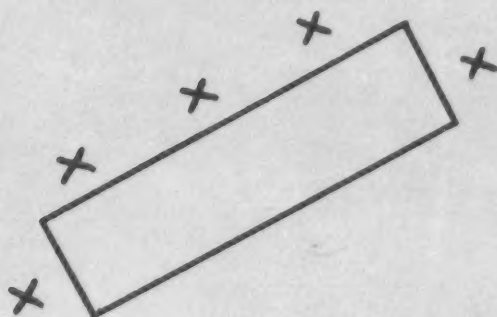
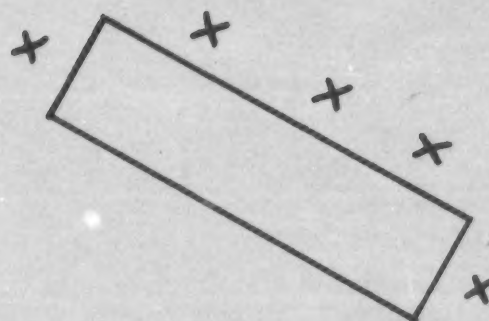
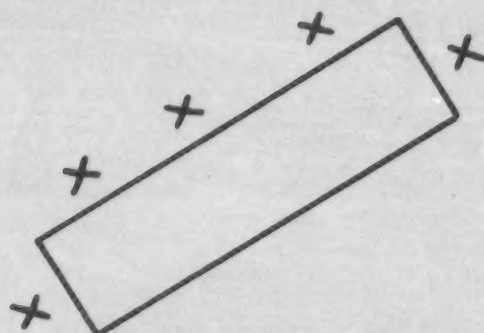
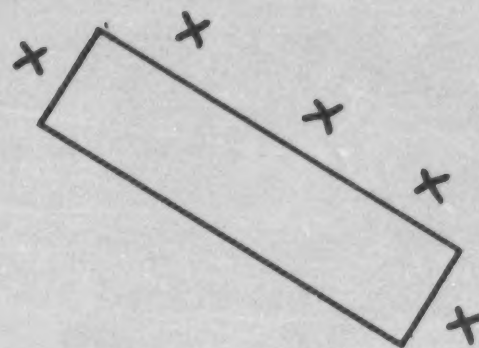
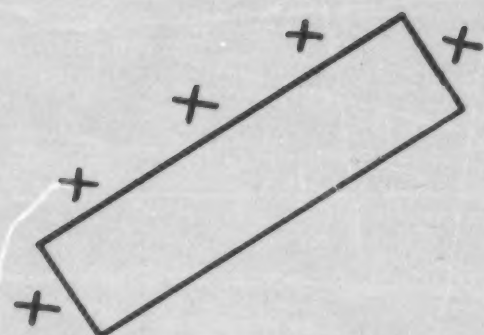
Transparency II - "Learning Styles" (p. 121)

Transparency III - "Teaching Styles" (p. 127)

ROOM ARRANGEMENT:

Tables for 5-6 maximum with overhead located centrally.
(See Diagram.)

ROOM ARRANGEMENT



Projector

Screen

PROCEDURES	NOTES
1. Introduce the activity by explaining that together we will explore our own views on the ways in which children learn and teachers' teach and by the end of the sessions, be able to identify some new "I learned that ..." statements. (Keep introduction <u>very</u> brief.) 2. Distribute Handout I - "Assumptions About Learning and Knowledge." (Barth, 1972), (p. 113). Ask participants not to include their names on the form and to be frank with themselves in completing them. Inform them before time that you are not interested in individual's responses but that results will be group tallied and fed back to each participant as "group" information at a later date. (This is extremely important; participants must not feel they are being analyzed individually.) 3. Collect the Forms and reinforce information in #2 above. 4. Using Transparency I - "Teaching Learning Matrix" (p.119), conduct a lecturette.	

The main purpose of using the matrix is to define open education by contrasting it to other methods. The lecturette need not be involved. First explain the two axes which represent the contribution and involvement of the child and of the teacher, ranging from high to low. Point out that some generalities will be made but they are necessary to create a backdrop. Start with Quadrant III - the state in which both teacher and child often are passively involved. The term "programmed learning"

PROCEDURES (Cont.)	NOTES
<i>might be used -- the situation in which a child's primary interaction is with a machine. Emphasize that you are not condemning programmed learning as such but only when it is misused as a primary teaching mode.</i> <i>Now move to Quadrant II - the state in which a child might be fully involved but the teacher, passively. This may best be described by "free school" or "Summerhill". Sequence, structure, and the role of the teacher are ill-defined.</i> <i>Quadrant II may be labelled "Traditional" or "lecture-type teaching." The teacher is highly involved and is often the sole contributor. Quadrant I best defines the open classroom -- a place where both the child and teacher are contributors in a state of dynamic interaction.</i> <i>Restate the labels given to the four "kinds" of teaching-learning interactions. Emphasize that this was not an "either-or" exercise -- that some stereotyping was used. As a final note, state that perhaps in actuality all four interactions, used in balance, are viable alternatives. Restate the purpose.</i>	
5. Now, using Transparency II - "Learning Styles" (p. 121) with some dialogue between you and the participants, move through each style description. <i>In discussing specific learning styles, point out that such discreet "stereotypes" do not exist.</i> <i>Encourage participants to think about specific children they are presently teaching as you move through each style. The activity will be much more meaningful with this focus.</i> <i>Encourage discussion and the identification of new learning styles which can be written in on the transparency.</i>	

PROCEDURES (Cont.)	NOTES
6. Present Transparency III - "Teaching Styles" (p. 127) on the overhead and proceed similarly as in #5. Explain that this Transparency deals with the "teaching" half of the issue. <i>Again, point out that these discreet "stereotypes" do not exist.</i> <i>Encourage participants to think about teachers they have had on various levels of education as you move through each style.</i> <i>Encourage discussion and additions to the list.</i> 7. Conduct a discussion in which specific issues and implications are identified. <i>Reinforce the purpose of the presentation -- an exploration of some teaching and learning styles identified by research activities. Consider names which "connect" to the presentation -- Dewey, Piaget, Hunter, Goodlad, Bruner, Rousseau, Featherstone, etc..</i> <i>What is the relationship between teaching and learning styles?</i> <i>What do we do as teachers to deal with this relationship?</i> <i>What are the difficulties when one is dealing with thirty in a classroom?</i> <i>What does this say to us about "sharing" teaching tasks, matching children to teachers, planning alternative learning modes for different learning styles?</i> 8. Elicit "I learned that ..." statements from participants and record on newsprint.	

PROCEDURES (Cont.)	NOTES
<i>In asking participants to respond to "I learned that ..." statements, <u>merely accept the statement</u>. Do not pass judgment, criticize, or expound on it. The statement belongs to the individual. You may ask for it clarified by the speaker (not by another) or elaborated upon. The speaker may/may not wish to respond.</i> <i>Record the statements on newsprint in large enough print so everyone in the room can read them. Ask participants to assist in recording information.</i> 9. Within the following week; distribute to participants: - Group Tallies from Barth's Rating Form - The list of "I learned that ..." responses Both pieces of data will suggest follow-through activities (e.g. small group discussions, clinics, etc.).	

ASSUMPTIONS ABOUT LEARNING AND KNOWLEDGE

Instructions: Make a mark somewhere along each line which best represents your own feelings about each statement.

Example: School serves the wishes and needs of adults better than it does the wishes and needs of children.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

I. ASSUMPTIONS ABOUT CHILDREN'S
LEARNING

Motivation

Assumption 1: Children are innately curious and will explore their environment without adult intervention.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 2: Exploratory behavior is self-perpetuating.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Conditions for Learning

Assumption 3: The child will display natural exploratory behavior if he is not threatened.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 4: Confidence in self is highly related to capacity for learning and for making important choices affecting one's learning.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 5: Active exploration in a rich environment, offering a wide array of manipulative materials, will facilitate children's learning.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 6: Play is not distinguished from work as the predominant mode of learning in early childhood.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 7: Children have both the competence and the right to make significant decisions concerning their own learning.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 8: Children will be likely to learn if they are given considerable choice in the selection of the materials they wish to work with and in the choice of questions they wish to pursue with respect to those materials.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 9: Given the opportunity, children will choose to engage in activities which will be of high interest to them.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 10: If a child is fully involved in and is having fun with an activity, learning is taking place.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Social Learning

Assumption 11: When two or more children are interested in exploring the same problem or the same materials, they will often choose to collaborate in some way.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 12: When a child learns something which is important to him, he will wish to share it with others.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Intellectual Development

Assumption 13: Concept formation proceeds very slowly.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 14: Children learn and develop intellectually not only at their own rate but in their own style.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 15: Children pass through similar stages of intellectual development, each in his own way and at his own rate and in his own time.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 16: Intellectual growth and development take place through a sequence of concrete experiences followed by abstractions.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 17: Verbal abstractions should follow direct experience with objects and ideas, not precede them or substitute for them.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 18: The preferred source of verification for a child's solution to a problem comes through the materials he is working with.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 19: Errors are necessarily a part of the learning process; they are to be expected and even desired, for they contain information essential for further learning.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 20: Those qualities of a person's learning which can be carefully measured are not necessarily the most important.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

"Assumptions About Learning
and Knowledge" (3 of 3)

Assumption 21: Objective measures of performance may have a negative effect upon learning.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 22: Learning is best assessed intuitively, by direct observation.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 23: The best way of evaluating the effect of the school experience on the child is to observe him over a long period of time.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 24: The best measure of a child's work is his work.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

II. ASSUMPTIONS ABOUT KNOWLEDGE

Assumption 25: The quality of being is more important than the quality of knowing; knowledge is a means of education, not its end. The final test of an education is what a man is, not what he knows.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 26: Knowledge is a function of one's personal integration and will vary uniquely for the individual from class to class and from school to school. As a result, knowledge does not fall into neatly separate categories or disciplines which are the same for everyone

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 27: The structure of knowledge is personal and idiosyncratic; it is a function of the synthesis of each individual's experience with the world.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 28: Little or no knowledge exists which it is essential for everyone to acquire.

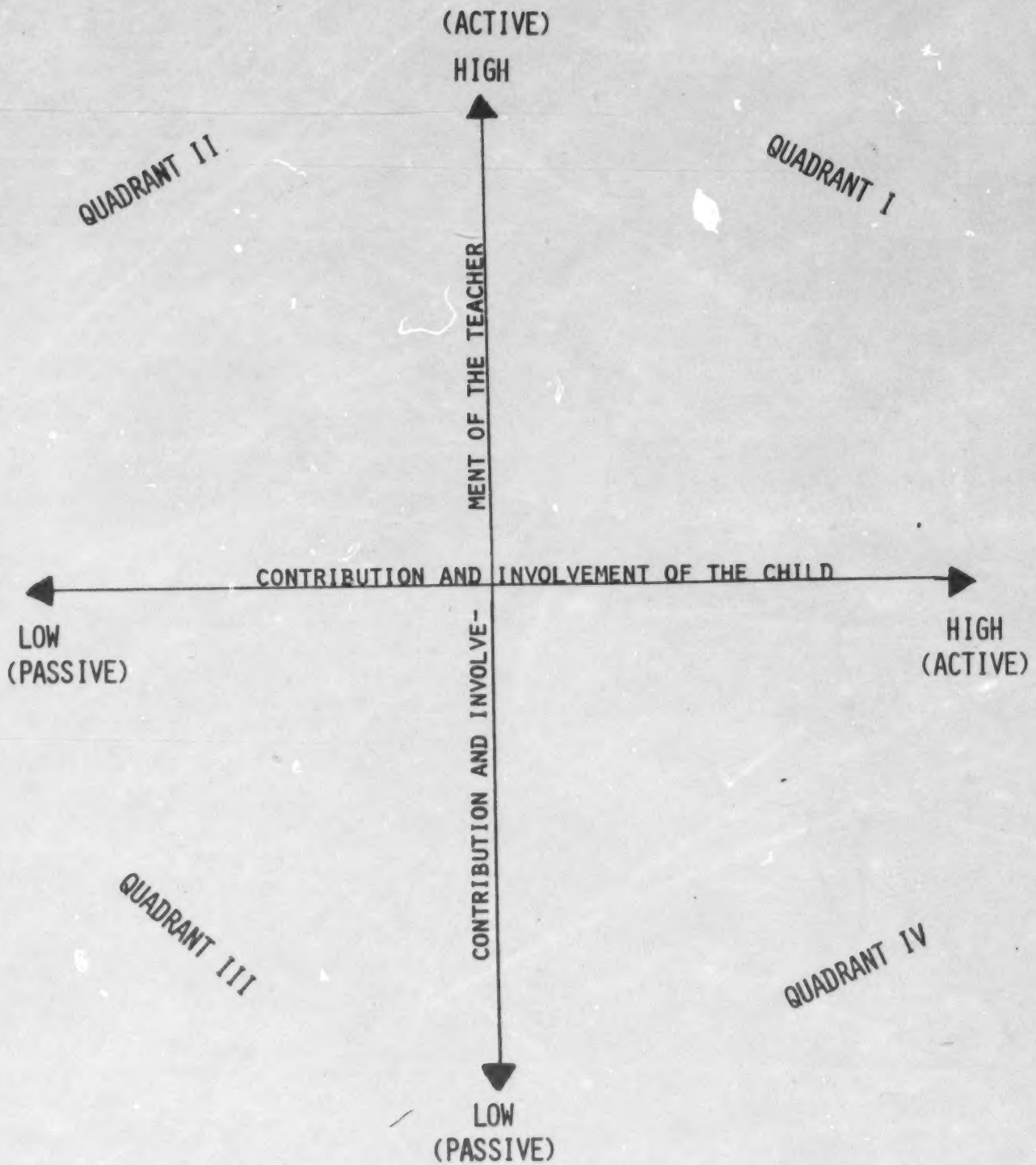
Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 29: It is possible, even likely, that an individual may learn and possess knowledge of a phenomenon and yet be unable to display it publicly. Knowledge resides with the knower, not in its public expression.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

TRANSPARENCY 1

Teaching-Learning Matrix

ADAPTED FROM
ROLAND BARTH'S RESEARCH

LEARNING STYLES

A. INCREMENTAL LEARNER

1. STEP BY STEP
2. ADDING BITS AND PIECES TO GAIN LARGER UNDERSTANDING

B. INTUITIVE LEARNER

1. LEAPS IN ALL DIRECTIONS
2. SUDDEN INSIGHTS
3. MEANINGFUL AND ACCURATE GENERALIZATIONS
4. THINKING QUALITY EXCEEDS VERBAL ABILITY TO DESCRIBE WHAT HE HAS DONE

C. SENSORY SPECIALIST

1. RELIES ON ONE SENSE TO FORM IDEAS
2. VISUAL OR AUDITORY LEARNER

D. SENSORY GENERALIST

1. USES ALL OR MANY SENSES TO GATHER INFORMATION
2. MAY BE OVERSENSITIVE, LEARNER-NEEDS TO BLOCK OUT SOME STIMULI

E. EMOTIONALLY INVOLVED

1. COLORFUL AND VIVID CLASSROOM, GREAT INVOLVEMENT
2. ACTIVE OPEN DISCUSSIONS WITH DISAGREEMENTS

F. EMOTIONALLY NEUTRAL

1. FEW INTERPERSONAL CONFLICTS
2. INTELLECTUALLY ORIENTED

G. EXPLICITLY STRUCTURED

1. NEEDS CLEAR, UNAMBIGUOUS STRUCTURE FOR LEARNING
2. GOALS AND LIMITS CAREFULLY STATED

H. OPEN-ENDED STRUCTURE

1. DIVERGENT EXPLORATION ACTIVITIES USED
2. NOT TIGHTLY STRUCTURED

I. DAMAGED LEARNER - PHYSICALLY NORMAL

1. DAMAGED SELF-CONCEPT, SOCIAL COMPETENCY, AESTHETIC SENSITIVE OR INTELLECTUAL DEVELOPMENT

J. ECLECTIC LEARNER

1. CAN USE ANY LEARNING STYLE BUT ADAPT AND USE THAT BEST SUITED FOR THE SITUATION.

TEACHING STYLES

A. TASK MASTER

1. PRESCRIBES MATERIAL TO BE LEARNED
2. DEMANDS SPECIFIC STUDENT PERFORMANCE
3. LIMITS AND GOALS STATED

B. CHILD CENTERED

1. STUDENTS DO WHATEVER INTERESTS THEM
2. INTEREST AND CURIOSITY OF CHILD MOST IMPORTANT

C. SUBJECT CENTERED

1. FOCUSES AN ORGANIZED BODY OF CONTENT
2. COVERS THE SUBJECT

D. LEARNING CENTERED

1. CLEAR RESPECT FOR STUDENTS
2. CLEAR RESPECT FOR CURRICULAR OBJECTIVES

E. EMOTIONALLY EXCITING

1. GREAT ZEAL AND EXCITEMENT
2. HIGH DEGREE OF EMOTIONAL INVOLVEMENT

F. EMOTIONALLY NEUTRAL

1. RATIONAL PROCESS PREDOMINATES
2. LEARNING IS DISPASSIONATE

G. COOPERATIVE PLANNER

1. PLANS ENDS AND MEANS OF INSTRUCTION WITH HIS STUDENTS
2. GUIDES THE LEARNING OF HIS PUPILS

H. ECLECTIC

1. USES VARIETY OF STYLES TO FIT THE INDIVIDUAL NEEDS
OF THE STUDENTS

WHERE CAN YOU GO FROM HERE . . .

Berman, Louise M. From Thinking to Behaving: Assignments Reconsidered.
Columbia University, New York: Teachers College Press, 1967.

Helping children to cope intelligently with their complex and rapidly changing world presents a monumental challenge to the sensitive educator. The individual who views the teacher role as one of providing students with the tools they need "to function fully and capably" as total persons will find the following purposes of this book particularly meaningful:

- 1) to develop a view of the thinking person and to relate thinking to other components of the human personality;
- 2) to indicate how teaching helps, suggestions, questions, or devices included in textbooks can be used to develop thought processes, and
- 3) to provide for teachers a statement about the thoughtful person that can be used in analyzing textbook helps, other commercial materials, and teacher-developed assignments.

Before a teacher can create suitable learning experiences to help students become increasingly thoughtful, an important question must be answered -- what are the qualities of a "thoughtful person"? To Berman, the thoughtful person is an information-seeker, creative thinker, applier of knowledge, formulator of values, decision maker, and possessor of the tools for increased understanding of self and others. Using these criteria, a teacher can evaluate every activity assigned to students on the basis of its impact on attaining this goal. Each task students perform has the potential, when properly planned, to help develop thinking human beings.

Blackie, John. "How Children Learn." Elementary Education Today: Its Impact on Children. Washington, D.C. National Education Association, 1971, 60-65.

Of what use is studying theories of learning? Long before theories about the learning process developed, experience and intuition sufficed for learning and teaching important survival skills.

Blackie acknowledges that awareness of the latest theories does not guarantee good teaching and that the theories themselves are controversial speculations that all educators do not accept. However, all children have not been equally successful in the learning process and research can help rectify this situation that experience and intuition have not ameliorated.

Using examples from Piaget and the field of linguistics, Blackie illustrates how theories have shed light on the ways in which children learn. He particularly emphasizes how children learn before they enter elementary school because this early stage of learning provides a model for the entire process. Children gain knowledge through play. Play involves discovery, coordination, imitation, decision making, and a multitude of tasks and skills children pleaurably experience. School's need to be cognizant of the importance of play because "it is eliminated too soon, the delight and pleasure of learning may go with it, and drudgery may take their place. Indeed, play is valuable in all work throughout life." So be it.

Dunn, Rita Stafford. "Individualizing Instruction: Questions and Answers." NASSP Bulletin, 59, April 1975, 30-36.

The process of instituting individualized teaching-learning is explored in a step-by-step conversational format. Questions and responses center around: how to motivate a staff; time and cost requirements; teacher training and planning needs; how to select modes and match them to students; and teaming information. Though the responses appear underexplored, Rita Dunn identifies some pre-requisites, suggests some approaches, and gives the reader a restored optimism that individualization is within the reach of any educational community who wants it.

Ferguson, D. Hugh. "Pitfalls and Frustrations of Individualization." NASSP Bulletin, 59 (April 1975), 25-29.

Ferguson warns that individualization implies focusing and pinpointing specifically the goals of new learning. The implications of an individualized program relate directly to staffing, types of learning stations, types of language used in stations, and the kinds of instructional equipment needed. A teacher should reconsider her/his role as the facilitator of learning opportunities. Some key problems often result from a new program: How does a teacher guide a child who is already guiding herself/himself? Is it the teachers place to force the child to learn mathematics, for example? How does one assess the learning outcomes of students?

An individualized program should focus in at least three areas:

- that a teaching-learning program provide ample opportunities for individuality, yet not demand it from all students;
- that opportunities for security and small group participation be provided;
- that teachers acquire more training to deal with emotional responses and new learning patterns of students.

Gagné, Robert M. "Some New Views of Learning and Instruction." Designing Instructional Strategies for Young Children. Dubuque, Iowa: William C. Brown Company, 1972, Pp. 40-48.

Gagné discusses some new trends in the theories of learning and their implications for the teaching process. The older conception was a connectionist view which held that learning is a matter of establishing connections between stimuli and responses. Researchers are now moving to an information processing view which holds that "stimuli are processed in quite a number of different ways by the central nervous system, and that understanding learning is a matter of figuring out how these various processes operate."

The newer conception produces four important implications for instruction:

- 1) diagnostic tests must be developed;
- 2) the set of prerequisites not yet mastered by each student must be determined;
- 3) periodic and spaced reviews must replace repetition as the method to insure retention;
- 4) students must learn strategies of coding.

Instruction is no longer a process of imparting knowledge. It is a means of encouraging the learner to use capabilities he/she already possesses and developing capabilities for future learning tasks. This article presents some sound theoretical premises for individualizing instruction.

Goodlad, John I. "How Do We Learn?" Saturday Review, June 21, 1969, pp. 74-75; 85-86.

"How Do We Learn?" capsulizes the perplexing problem confronting educators. Since the study of education concerns a study of human behavior in general, established disciplines such as philosophy, history, biology, economics, psychology, political science, anthropology, and sociology have a great deal to contribute to the "embryonic science of education" that is now emerging. Goodlad highlights some examples of progress in the field. In order to understand the nature of learning, the implications of individual differences are being explored. In another arena, social science research has ventured into the direct study of what teachers and students actually do in the classroom.

We know that "learning is dependent on much more than how hard students work and how zealously teachers teach." But we do not know the major component of a model of causal factors in the learning process. That, is our challenge.

Howe, Leland, and Larry J. Krafft. "Affective Education Guidelines." NASSP Bulletin, 58 (March 1974), 37-43.

Teachers anxious to modify their teaching program with affective teaching-learning methodologies, as well as to develop affective-oriented curricula should consider the following questions before beginning on such a venture:

Do adequate personal and organizational support exist for the teacher?

Does adequate communication exist between the teacher and students, as well as between students themselves with respect to new learning goals, new learning methods, student responsibility, etc?

Some ground rules are included which the teacher may find helpful in developing and maintaining trust, open communication, and a living - learning process.

It is not sufficient to complete a formal teacher-training program and enter the classroom enthusiastic and determined. Careful consideration should be given to new goals and processes. This concise article attends to these considerations.

Hunter, Madeline. "Tailor Your Teaching to Individualized Instruction." Instructor, March 1970, 53-66.

See Humanizing and Individualizing Annotated Bibliography.

Hunter, Madeline. "When the Teacher Diagnosis Learning." Educational Leadership, 24, (April 1966), 545-549.

Hunter takes the reader through steps in diagnosing and prescribing by introducing a set of guided questions which any teacher can use. Before seeking formal assessment instruments, she urges, ask the following kinds of questions:

- what goal is appropriate for this learner?
- what specific objective is appropriate?
- what is her/his present status in relation to that objective?
- what is the next learning step in the attainment of that objective?
- based on data about this learner, what can the teacher do to help him take the step efficiently and economically?
- was he successful?
- if so, what is the next appropriate step?
- if not, what changes should be made?

With simplicity and clarity, Hunter demonstrates and convinces us that diagnosis has become an intrinsic part of the teaching act for all learners.

Mosston, Muska. Teaching: From Command to Discovery. Belmont, California: Wadsworth Publishing Company, Inc., 1972.

"Teaching," according to Mosston, "cannot be a one dimensional form of behavior." Teachers need a large repertoire of behavioral models in order to cope with new conditions and to interact successfully with students. Mosston's Spectrum of Teaching Styles involves a specific identifiable model of teaching behavior, arranged on a continuum of decision-making. It offers specific insights into the relationship of learning styles, cognitive behavior, affective responses, verbal behavior, and other components involved in the teaching-learning relationships. The theoretical structure and the implications of each style are fully described to provide the teacher with a rational basis for selecting the style that is appropriate in a given situation.

Mosston is Director of Center on Teaching, an ESEA Title III project designed to conduct basic research to train teachers and administrators in the Spectrum of Teaching Styles. Contact him via the Educational Improvement Center of Northwest New Jersey.

Rosenberg, Marshall B., Diagnostic Teaching. Seattle: Sepcial Child Publications, 1968, 14-63.

Learning style refers to an individual's characteristic pattern of behavior when confronted with a problem. The style a person develops depends upon two factors:

- 1) locus of information (the degree to which a learner is open to receiving information from within and from outside herself/himself

and

- 2) the level of symbolization (the level of abstraction with which the learner is able to integrate information in a problem-solving situation.

Rosenberg has identified four basic styles:

- 1) rigid-inhibited
- 2) undisciplined
- 3) acceptance-anxious
- 4) creative

The learner with a Rigid-Inhibited style is closed to both extrapersonal and intrapersonal sources of information and has not developed beyond a concrete level of language usage. Individuals with an Undisciplined style of learning are more open to intrapersonal than extrapersonal sources of information and have reached a moderately abstract level of language usage. Acceptance-anxious learners are more responsive to extrapersonal than intrapersonal

sources and have also reached a moderately abstract level of language usage. Maximal openness to both sources of information and a highly abstract level of language usage characterize the Creative style of learning.

Definitions of the various learning styles are not helpful unless teachers can recognize each child's style. To this end, both behavioral observations characteristic of students with each style and case studies are included. Once a learning style has been assessed, ways to adjust teaching methods for each type of learner are suggested.

The author is sensitive to the multitude of classification systems that often are more burdensome than helpful to the teacher. This classification of learning styles, however, is a way that allows teachers to teach more effectively.

Taba, Hilda. "Teaching Strategy and Learning." Designing Instructional Strategies for Young Children. Dubuque, Iowa: William C. Brown Company, 1972, pp. 28-39.

Hilda Taba launches an attack on the widely accepted assumptions about teaching that have undermined an appreciation of the complexity of the job. Despite research to the contrary, the notions that the chief function of teaching is to impart knowledge and that good teachers are born, not made, have stifled the study of instruction.

In the past decade, a new interest has arisen in the theory of instruction and in the analysis of the teaching process. The present trend is toward studying teaching in the classroom where what the teacher does, what the student does, and what reciprocal interaction occurs can be observed.

While tracing the evolution of the concept of teaching, Taba focuses on cognitive development. The model she presents, however, can be utilized to provide insights into the nature of teaching in all areas.

Trubowitz, Sidney. "The Listening Teacher." Childhood Education, 51 (April/May 1975), 206-210.

An effective teacher involved in programs emphasizing individualization and/or personal growth finds herself/himself talking less and listening more. Trubowitz suggests ten listening steps and offers a list of questions (self-report) teachers can use as they change their styles to become teachers who can hear and respond. Knowing how to listen says to the child, "To me you are worthwhile, worth hearing, worth understanding." This brief but significant article offers specific ways for active listening.

VALUES EXPLORATION AND CLARIFICATION

VALUES EXPLORATION AND CLARIFICATION

DEFINITION:

The values clarification approach is designed to help children and adults develop their own values. The components of the valuing process are:

- 1) FEELING - knowing what you prize and cherish.
- 2) THINKING - logically and critically.
- 3) COMMUNICATING - appropriate sharing, conflict resolution.
- 4) CHOOSING - freely from alternatives having considered the consequences.
- 5) ACTING - with repetition, pattern, and consistency.

(Raths, et al., 1966)

PURPOSES:

These activities are designed:

- to enable participants to experience values activities;
- to increase skills in implementing values exercises in the classroom.

OBJECTIVES:

As a result of having participated in the values clarification activities, participants:

- 1) will have become better acquainted with their peers;
- 2) will have had the opportunity of examining their own values closely;
- 3) will have created a color representation which reflects their values.

TIME:

I. Tagging	- 15 minutes
II. Sharing in Pairs and Squares	- 30 minutes
III. Satisfying Experiences	- 20 minutes
IV. Influential People	- 45 minutes
TOTAL	110 minutes

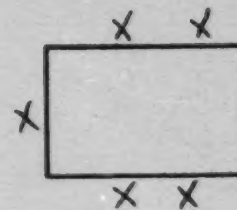
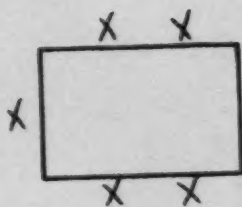
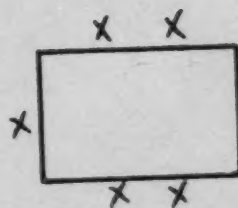
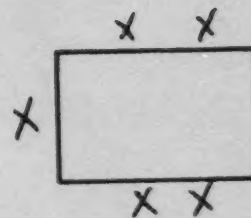
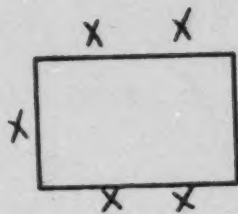
IT IS RECOMMENDED THAT THESE FOUR EXERCISES BE DONE IN THIS SEQUENCE
WITH NO BREAKS. THE EXPERIENCE IS. DO NOT CRITIQUE THE ACTIVITIES.

MATERIALS:

Newsprint
Markers
5" x 8" cards
Straight pins
Handout I - "Satisfaction Grid" (p. 157)
Handout II - "On Values" (p. 159)
Handout III - "Communication Guidelines" (p. 163)
Construction paper (assorted colors -- from bright to dull)
Glue
Tape
Staplers and staples
Scissors

ROOM ARRANGEMENTS: Five to six participants to a table.

ROOM ARRANGEMENTS



I. TAGGING

PROCEDURES

NOTES

1. Explain that the activities presented deal with values exploration strategies and the purpose is two-fold: to facilitate more interaction among staff members and to experience activities which may be used in the classroom with students.

Values exercises should be introduced as non-threatening experiences. If a person feels uncomfortable during an exercise, he/she always has the option to withdraw.

The facilitator of values exercises must inject no criticism, bias, opinions, etc.. If he/she chooses to participate in the exercise, he/she may do so with care. The facilitator, when participating in tagging, for example, chooses to complete the name tag on large newsprint before the entire group. He/She would do the same in Satisfying Experiences and Influential People. Other facilitators, however, choose to remain outside of every exercise, remaining in the role of process person. This is a matter of personal choice.

This process is one of personal growth -- children and adults grow by sharing experiences with others, by discovering what they value, and by learning how to make our lives reflect our values. Stress this to participants.

2. Distribute 5" x 8" unlined cards with straight pins.
3. Give the following directions:
 - a. In the center of the card, write your first name.

PROCEDURES (Cont.) - TAGGING

NOTES

- b. Section off corners of the card into four areas. In each area number 1 through 3.

1		1
2		2
3	JOE	3
1		1
2		2
3		3

- c. In the upper left hand area, respond to three items: #1-#3 -- list three things you are proud of in your life.
- d. In the lower left-hand area, respond to three items:
- #1 - a phonograph record that has meant a lot to you;
 - #2 - a book which has touched your life deeply;
 - #3 - the nicest present you ever received.
- e. In the upper right-hand area, respond to three items:
- #1-#3 - write three things now in your wallet that show your values.
- f. In the lower right-hand area, respond to three items:
- #1 - a place where you spent three happy consecutive days within the last five years;
 - #2 - a place where you must return someday.
 - #3 - a place where you would accept one-way plane tickets for you and your family.
4. Ask participants to pin this card to their tie, lapel, etc. so that it can be seen by others.

II. SHARING IN PAIRS AND SQUARES

PROCEDURES

NOTES

1. Participants, having affixed their name tags prominently on their persons, are to mill around for five minutes and view the name tags of the other participants. No verbal communication is to occur.
2. At the end of five minutes, each person will choose a partner and share one of the four sections of their tag with each other.
3. After five more minutes, ask each pair to identify another pair and each person in the quartet is to share another area of his/her name tag.
4. Participants are then to stand in respective quartets and accept positive validation without responding to it.

I liked it when you _____

I was moved when you _____

I found you so warm when you _____

III. SATISFYING EXPERIENCES

PROCEDURES

NOTES

1. Using Handout I, "Satisfaction Grid" (p. 157), read one list of qualities and rank order them from 1 to 20 in order of their importance to you as they describe your BEST SELF.
2. Write down six most satisfying experiences that you have had in the last two years. (Do this on scrap paper.) Number them 1 through 6.
3. For each experience, check the six qualities which best describe you in that experience. (You may check fewer than six, but not more than six for any one experience.)
4. Reflect on this information.
5. Each participant is encouraged to share an "I learned that ..." or "I discovered that ..." statement with the group.

IV. INFLUENTIAL PEOPLE

PROCEDURES

NOTES

1. Give the following directions:

"Divide your life in two halves. Think about all the people who have had a strong influence on you. List four people from the early half of your life, and four from the second half.

Now list four people who still have a strong influence on you right now.

Place a check mark beside the name of each person whose influence you feel was or is good.

Select one of the people whose name you have checked and make a color representation of the influence he/she has had on you. This is a creative exercise. Don't "think" about it too hard. Use the construction paper, glue, tape, scissors and create a representation. Make the finished product no bigger than 9" x 11" or so and feel free to explore the use of colors, shapes, etc."

2. After fifteen minutes or so, state the following:

PROCEDURES (Cont.) - Influential People

NOTES

"When you have completed your creative representation, please tape it on the wall in full view of the group." (If desired, this activity can be extended to a next step in which participants seek each other out on the basis of their representation and discuss the significance of the creation and the influence on that person's life.)

3. Discuss very briefly the values clarification-exploration process. State the teacher's role in helping students articulate and share that which they prize, in helping them to identify the various alternatives, and in helping them accept the responsibility of acting out their values.

For quick review, check Raths, et al., 1966 and Simon, et al., 1972.

4. Distribute Handout II - "On Values" (p. 159) and Handout III - "Communication Guidelines" (p. 163) as participants are leaving.

SATISFACTION GRID

Qualities	Rank	Exp. #1	Exp. #2	Exp. #3	Exp. #4	Exp. #5	Exp. #6
ADVENTURESOME (experimental, daring)							
AMBITIOUS (striving, aspiring)							
BROADMINDED (open-minded)							
CAPABLE (competent, effective)							
CHEERFUL (lighthearted, joyful)							
COMPETITIVE (driving)							
CONSIDERATE (courteous, well-mannered)							
COURAGEOUS (standing up in face of fear)							
CREATIVE (imaginative)							
FORGIVING (not holding grudges)							
HELPFUL (altruistic, working for others)							
HONEST (sincere, truthful)							
INDEPENDENT (self-reliant, self-sufficient)							
INTELLECTUAL (intelligent, reflective)							
LOGICAL (consistent, rational)							
LOVING (affectionate, tender)							
OBEDIENT (dutiful, respectful)							
RESPONSIBLE (dependable, reliable)							
SELF-CONTROLLED (restrained, self-disciplined)							
SEXUALLY APPEALING (physically attractive)							

O N V A L U E S

All of us need to stop pointing fingers at the other camp and instead ask ourselves, "How do I personally react to change?" Do I have attitudes that make me flexible?" The person who is flexible who can adjust to change in society will be able to apply himself to the process and so affect through his personal choices a constructive and creative change. Basically, such a person has a high sense of self-value, a high degree of independence, and sees others as being good enough to be trusted. He wants to listen as well as be heard. He is willing to let his ideas be tested in dialogue.

Our society has trained us to listen to verbal content. The other realities that happen in conversation and that often say more than words are feelings and attitudes. We need to learn to listen to these too. Too often parents and teachers when confronted by a difference of opinion with a young person, interpret this difference as disrespect or as an act threatening their whole life style or value system. The tragedy here is that the young person is unable to verbalize his deeper feelings and concern.

Lack of communication here may be a real misunderstanding of both parents and young people about the major issues and the feelings involved. A teenager may bring up the issue of drugs for example; but, he could be really saying, "Please help me". A student who angrily attacks a teacher's views may be saying more with his anger than with his words. He may really be asking, "Why do you constantly ignore me?" Listening as communication means listening to the total person not just the ideas and the words.

An important element in communication is trust. Your decision to (read this article) involved a choice. You had to choose to trust or not to trust the author of this (article) and the person who set up this experience. Rooted below all that, there had to be a decision to trust yourself at least to go through the program receiving and risking with others. All of us bring up past history to any

type of communication. We bring a history of either risking with people and having that risk positively fulfilled or a history where the risk has a negative outcome. Willingness to take that risk is an affirmation of trust in one's self and a positive outcome of the situation. These preliminary remarks have hopefully given us some insights into the necessity of trust for true communication.

Another important element in communication is listening. What really is the connection between listening, trusting, valuing, and communication? Listening means receiving something a person entrusts to us -- something about himself or herself. However, communication is more than just listening and talking about facts. Communication involves listening to a person's ideas, observing a person's feelings, and recognizing the values and attitudes of both listener and speaker. We can say that genuine communication involves at least four major elements:

- 1) Attentive listening. Giving full attention to the other person -- to what he is saying and feeling.
- 2) Caring and valuing. We must care enough to give the other person full attention, enabling us to pick up all that is said and felt.
- 3) Willingness. To tell a person our ideas and more importantly how we feel about our ideas and even to reveal our feelings about the other person.
- 4) Risking. We risk ourselves to another person because we trust that person. In doing so, we value ourselves and the other person as well. When we listen attentively to another person we value that person by valuing what he or she says. We are also opening ourselves up to the possibility of changing some of our own views, values, and feelings.

(Hall, 1973)

COMMUNICATION GUIDELINES

1. Be aware of the "here and now"--what you are feeling and thinking at this instant is more important than your rememberings. When you're feeling sad, you respond differently to a communication from when you're feeling happy. What you feel affects both the transmission and the reception of the message.
2. It is more useful to talk to a person than about him. Being open about areas of agreement and disagreement is more useful than trying to work behind someone's back.
3. Be aware of your own personal "filters"--those predispositions to take one side before all the evidence is in. Filters such as being a Red Sox fan, being a Republican, being a women's liberation advocate, or being a student, tend to screen information so that a person sees only the side which supports his previous position.
4. Be aware of "people should" or "everyone ought to" statements. These can be a way of shifting responsibility from yourself to "society" (hence, nothing can be done). Try using "I" statements in their place. (Examples: "Everyone should work for a living." "Everyone should be more concerned about the appearance of this school.")
5. Be aware that most questions have an underlying statement behind them. It is often more useful to identify the statement and say that instead of the question. "Where did you go?" may be a legitimate question or it may mean, "I am concerned that you might have been doing something that I would not approve of--tell me what it was." "What were three causes of the Civil War?" could mean, "I'm trying to find out if you were paying attention in class," or "Show me that you read page 374," or "Have you any original ideas on the subject?"
6. Be aware of trying to impose your views on others by using such phrases as "Don't you believe...?" or "I'm sure that we will all agree that..." These are called introjectors because they subtly attempt to introject your views on others.
7. Be aware of "killer statements"--those statements which act as put-downs. "You don't really believe that, do you?" "Come on, you've got to be kidding." "Where did you get that idea?" "That's some necktie." "Nice play, Shakespeare." And on and on and on. The victim may laugh and all may consider it just another joke, but very often there is a residue of hurt or resentment or threat, all of which close down the windows of perception and hinder communication.
8. Openness and truth are not valuable in their own right. Communication is impaired when a receiver feels attacked or threatened by an open or truthful statement.

WHERE CAN YOU GO FROM HERE . . .

Berman, Louise. New Priorities in the Curriculum. Columbus, Ohio: Charles E. Merrill Publishing Co., 1968.

The valuing priorities Berman identifies as being the core of any curriculum are specific process -- skills which will ensure personal adequacy and individual responsibility. Process-oriented persons are ongoing, growing, developing beings -- who see purposes to the degree of charge for themselves; who have broad rather than narrow or restricted fields of vision; who are generators rather than parasites; who tend toward internal integrity rather than outward conformity; who are concerned with the moral and ethical. In this sense, persons have the opportunity to plan for the future rather than merely to reflect on the past, although the latter is integral to the process. Process-orientation characterizes person who are able to handle themselves and the situations of which they are a part with adequacy and ease, they are the contributors to as well as the recipients of society's resources. Is this what we propose to do in school?

The eight truly important ingredients of a curriculum are: Perceiving, Communicating, Loving, Decision-making, Knowing, Patterning, Creating and Valuing, and this book, after stating a base for process-orientation and the teaching of these eight process skills, shows us how "... to create opportunities for students to use these skills in a variety of contexts and to verbalize the meaning of the skill so an interplay can exist between the logical and the intuitive."

Each chapter is devoted to one of the eight priority areas and succeeds in defining it, in making concepts practical in the teaching situation, and in stating hypotheses for testing. For example, one hypothesis articulated is "... If children and youth practice establishing priorities among "good things to do" in the classroom setting, they will establish priorities more satisfying to them in out-of-class activities."

This book is a monumental contribution to the field of curriculum design. It is a step beyond a series of classroom strategies: it is the refreshing philosophical underpinning of a curriculum which refines and teaches new priorities and emphasis. "As the school places priority upon developing a setting where children and youth have the opportunity to experience and verbalize the meanings of creativity, loving, knowing organizing, and other process skills, they will orchestrate more beautifully the components of tomorrow's world than if they did not have such new priorities established in the curriculum."

Admittedly, this reviewer has had a seven-year love affair with this work.

Hall, Brian P. Value Clarification as Learning Process: A Guidebook. Paramus, New Jersey: Paulist Press, 1973.

An ambitious guidebook which extends the initial work of Rath, Harmin, and Simon. It is designed so that experiences in each unit can help a person gradually grow in the clarification of her/his values. A plethora of exercises, simple experiences to intensive three-day conferences for professionals, exist.

Hall views it as "... a source book of catalytic ideas for the professional -- ideas which will stimulate professionals to begin to create their own approach and their own exercises for clarifying values." And this is its forte. Other words suggest exercise, overviews of the process, etc.. This reference points the way for the teacher to inductively create her/his own experiences for classroom implementation. Especially noteworthy are the explicit training and evaluation procedures for conferences and Guidelines for Creating Exercises section.

Hawley, Robert. Human Values in the Classroom. Amherst, Massachusetts: Education Research Associates, 1973.

Hawley announces, "this book is about teaching values in the classroom -- values such as love, co-operation, trust, acceptance, joy, dignity, respect for individual differences, compromise, truth, understanding, and reverence. These are human values that must be taught in classroom and wherever education goes. They are the key to the survival of the species Homo sapiens. Teaching human values is teaching survival skills."

Human values are skills, and as such can be taught as skills and learned as skills. To this end, the book is an excellent primer which identifies and places in sequence teaching concerns which deal with the process of learning. Teachers and administrators are urged to consider the following steps in planning any lesson or design:

- I. Orientation (why have we all gathered here?)
- II. Community-building (How can we get to know each other better so that we can work together better?)
- III. Achievement Motivation (What are our goals and how do I reach them?)
- IV. Fostering Open Communication (How can we communicate more openly? How can we understand each other better?)
- V. Information, Seeking, Gathering, and Sharing-- (What do we already know and what do we want to know? Where can we find the information we need?)

- VI. Value Exploration and Clarification (What do we value? What choices can we/do we make which reflect our values?)
- VII. Planning for Change (How do we want to change? What Alternatives and which resources are open to us?)

These processes comprise a unique way to look at the business of teaching and learning. As we so often become myopically involved in day-to-day tasks, Hawley's welcome perspective forces us to rethink the "why-we're-doing-what-with-whom" matter of Teaching.

It is not a handbook of values strategies although some are included. More importantly, Human Values in the Classroom takes the rationale of values in education and uses it to suggest how to build a classroom climate in which teachers and children can grow. It is a guide to help in planning individual lessons, units, terms, or an entire term's work.

Hawley, Robert C., Isabel Hawley. A Handbook of Personal Growth Activities for Classroom Use. Amherst, Massachusetts: Education Research Association, 1972.

There is a prerequisite in using this handbook in the classroom. And that is, one had better agree with the Credo defined in Chapter I. The three important functions of a teacher are:

- 1) to help show students what things are possible -- to expand their awarenesses;
- 2) to help supply conditions which support human growth (ranging from Maslow's basic needs for safety, belongingness, love, etc. -- to tables of moist clay and imaginative junk for "making", and quiet individual reading areas;
- 3) to help move from positions which advocate super-cognitive concern, lock-step assignments, the omnipotent-supreme-beingness of the teacher, and classroom arrangements which facilitate sterility, passibility, and conformity.

Do you agree? If so, then consider this work a survival book in the teaching (and learning!) of skills for personal growth.

The work consists mainly of teaching-learning activities designed to be conducted with a class of twenty-thirty students. Most of the activities can be completed within forty-fifty minutes. The authors caution that sufficient time for small group and class discussion and for reflection be provided so participants can process and assimilate their experiences. Each activity is described in procedural steps. A list of materials needed are included, as well as sample forms, grids, feedback forms, etc..

The teacher's role in all the activities is that of group facilitator who is responsible for being sensitive to the needs of each student. Respect of the individual is vital in the process.

Most of the activities deal with the question, "Who Am I?" As such, they foster learning in many different skills simultaneously. This is viewed as an advantage in that each individual can take the things he/she needs from the rich, dynamic environment. For example, one activity whose main purpose is to promote empathy may also help some sharpen their communication skills, heighten their awarenesses of others, develop a keener sense of self-identity, and learn how to give and receive constructive feedback.

Hearn, D. Dwain (ed.). Values, Feelings and Morals, Part I: Research and Perspectives and Part II: An Annotated Bibliography of Programs and Instructional Materials, Washington, D.C.: American Association of Elementary-Kindergarten-Nursery Educators, 1974.

Part I contains presentations made at the January 1973 National Research Committee Conference entitled, "Children, Values, Feelings, and Morals." The articles range from theoretical perspectives (Kohlberg, Piaget, etc.) to issues which concern the types of values and moral examples prevalent in current media. Like all EKNA Perspectives publications, it is a very valuable resource if one wishes to rediscover the theoretical foundations of morals and values. Part II contains annotated bibliographies including books, catalogs, films, filmstrips, media materials, periodicals and programs available.

Jackins, Harvey. The Human Side of Human Beings: The Theory of Re-evaluation Counseling. Seattle, Washington: Rational Island Publishers, 1965.

Re-evaluation counseling, a controversial but significant theory, is related to the issues of Values in a fundamental way. Essentially, Jackins' descriptive model explains how the functioning of human intelligence is short-circuited and eventually scarred as a result of "a distress experience (s)." Scarring occurs from childhood as we are denied the expression of our emotional hurts. The denial prevents us from collecting information from our "good" experiences and as a result, our innate capacity to grow suffers. We hurt early in life often by not being allowed to play out feelings like crying, laughing, anger discharge, and interested, non-repetitive talking. Such damage, repair processes, "...allowed to operate and assisted to operate, restore the adult to intelligent, zestful just as they do (a) child..."

The process of re-evaluation counseling speaks to the teacher/educator. If cultural norms encourage the suppression of "emotional discharge" which stifles human growth, what then is our responsibility? What is our role in "supporting" children? Jackins introduces another dimension to the teaching-learning theory.

Raths, Louis, Merrill Harmin, Sidney Simon. Values and Teaching: Working with Values in the Classroom. Columbus, Ohio: Charles E. Merrill Publishing Co., 1966.

This work continues to be the most basic reference in the area of values teaching. The teaching theory, the value clarifying method, steps, and guidelines remain timely, appropriate, and of deep concern to educators. Perhaps an update on the chapter entitled "Research Completed and Needed" is in order but, we suggest starting with this primer if you're beginning a values venture.

Simon, Sidney, Leland W. Howe, Howard Kirshenbaum. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Co., 1972.

Rapidly becoming a classic, this second primer in values consists of a wide range of strategies to help take students (and teachers) through Rath's seven step Valuing Process and to help students apply these processes in their own lives. The Process steps are:

Prizing one's beliefs and behaviors

1. prizing and cherishing
2. publicly affirming, when appropriate

Choosing one's beliefs and behaviors

3. choosing from alternatives
4. choosing after consideration of consequences
5. choosing freely

Acting on one's beliefs

6. acting
7. acting with a pattern, consistency and repetition.

Using these strategies in the classroom will help students become aware of the beliefs and behaviors they prize and defend. Students learn how to weigh the pros and cons and the consequences of various alternatives. Consideration of how one's actions/behaviors match one's beliefs and a look at how to relate both are among other outcomes of the process.

As a manual, it consists of seventy-nine specific, practical strategies teachers can use in their classroom. Activities should

be chosen carefully as teachers consider students' needs, readiness, and willingness. Values activities cannot be imposed on a class. They must emerge from a supportive climate--one which is respecting, trusting, open, and honest. Teachers and students must feel comfortable to share thoughts and feelings about values issues. Values are explored, shared, and clarified in this process but never imposed. Furthermore, these strategies, if used purposefully, are best integrated within the curriculum program as opposed to isolated and disconnected "happenings" in the classroom.

Teachers Guide to the Coronado Plan for Preventive Drug Abuse Education.
Campbell, California: Value Education Publications, 1973 (by permission of Coronado School District)

These curriculum guides are inspirational. The Coronado Unified District has succeeded in developing an integrated teaching-learning program (K-12) specifically dealing with:

- 1) developing and strengthening self-concept and interpersonal relationships;
- 2) assisting youngsters to understand the valuing process the effect of a person's values on behavior toward others;
- 3) providing opportunities for students to clarify their values and to develop valuing skills;
- 4) presenting accurate, factual information about drugs;
- 5) understanding the purpose, function, and techniques of advertising and mass media.

It includes concepts, goals, objectives, techniques, and evaluation and resources. Materials are used from many subject matter areas and integrated meaningfully into a comprehensive program which is unequalled in this review's opinion.

GAMES AND MULTI MEDIA MATERIALS

Cruel Cruel World. San Diego, California: Pennant Educational Materials, 1973.

By playing the Cruel Cruel World, the players begin to develop an understanding of how values are involved in real-life situations. They learn to recognize values and how they are interrelated. They will realize that their values are enhanced or deprived according to the goals they set for themselves. Players will find the Cruel Cruel World not just a game, but a useful tool for developing skill in analyzing their own lives.

(For 2 to 4 players or teams; grades 6 thru adult)

Developing Understanding of Self and Others. Circle Pines, Minnesota:
American Guidance Service, 1970.

This multi-media kit--containing puppets, cassettes/records, posters, stories, activity cards and manual -- is designed for grades K-three to help children better understand social-emotional behavior. Extensive use of the listening, inquiry, experimental and discussion approach to learning is made, using a variety of activities, such as role playing, puppet play, group discussion, supplementary reading suggestions, music and art. These animal-themed units center on the following developmental tasks: understanding and accepting self goals and purposeful behavior; understanding mastery, competence, and resourcefulness; understanding emotional maturity and understanding choices and consequences.

First Things: Values. Pleasantville, New York: Guidance Associates, 1974.

Lawrence Kohlberg has developed a cognitive-developmental approach to moral education which emphasizes the child's ability to reason increasingly adequately about moral problems. The series consists of five two-part sound filmstrips which present in stage order moral dilemmas to elicit discussion among children, and an in-service program called A Strategy for Teaching Values. The dilemmas are organized around five critical areas of moral conflict involving truth, promises, fairness, rules and property rights. The filmstrip titles are The Trouble with Truth, That's No Fair, You Promised!, But It Isn't Yours, and What Do You Do About Rules.

The Most Important Person Multimedia Program. Chicago: Encyclopedia Britannica Educational Corporation., 1973.

The Most Important Person Multimedia Program consists of 16 mm. color films, color motivation posters, records, and song sheets. All of the materials deal with values -- Attitudes, Feelings, Senses, Getting Along with Others. Individual and group activities inspired by the films and accompanying materials are varied and numerous. Units like "Oops, I made a mistake," and "Nothing Ever Seems Fun Being Angry," "I Used to Be Afraid," and "Nothing Ever Seems to Work Out for Me" suggest the diverse areas touched upon. If you're looking for a motivational integrated entree, this kit is appropriate!

(elementary level)

My Cup Runneth Over. San Diego, California: Pennant Educational Materials, 1973.

The purpose of this values game is to assist the players in communicating their values and interpreting the values communicated by others. They become aware of how values are expressed in words, actions and in combination of both words and actions.

Players will begin to realize that their values are interpreted differently by other players, and how they see themselves is often not the way others do. They will learn that communicating values accurately to others takes time and practice.

The game involves non-programmed role playing. Successful interpretation of the value being portrayed enables players to fill their cups. Players engage in active interpersonal exchange while helping one another to achieve.

(For 2-4 players or teams; grade 6 through Adult)

Timao. San Diego, California: Pennant Educational Materials, 1973.

Timao is designed to assist players in understanding that events are multi-valued and that any event may involve both the enhancement and deprivation of values. Players become aware that the ability to see and express values is important in both self-analysis and in understanding others. They develop abilities to view events in relationship to several values, and discover that these values are interrelated.

The game involves verbal identification of values. Players describe their own real-life experiences to play out the value-category cards.

(For 2 to 5 players; grade 6 through Adult)

The in-service program helps teachers learn how to present values issues in the classroom. The filmstrip illustrates the use of open-ended moral stories as springboards for discussions.

Inside/Out. Bloomington, Indiana: National Instructional Television, 1973-74.

This program consists of thirty 15 minute, color films designed to promote good emotional health and feelings of well-being of elementary school children. The four principle objectives are:

a) that viewers will develop an awareness of the ability to consider and a willingness to accept their own feelings and those of others; b) develop an awareness of and the ability to consider and examine various interrelationships between themselves, others, and the environment; c) begin to develop alternatives for dealing with their own feelings and those of others; and begin to use their own feelings to improve their well-beings. Also the teacher who makes active use of this series will be stimulated to deepen his/her commitment to health education with emphasis on the affective approach. A thirty-minute teacher program is included.

Kindle Series. Englewood Cliffs, New Jersey: Scholastic Magazine, 1974.

Used wisely, these sound filmstrips help young children understand and feel good about themselves by stirring up their sense of wonder, imagination, curiosity and enthusiasm. Children of various ethnic groups are depicted in situations familiar to children, such as playing, exploring, feeling, helping, fearing, fantasizing, doubting and making mistakes.

The series is divided into three units which consists of a Teaching Guide and five sound filmstrips. Each is independent of one another and may be shown in any other. Unit 1 (Who Am I) centers on the concept of self and the value of individuals. The titles are Nothing Is Something To Do, The Joy of Being You, People Packages, All Kinds of Feelings and Do You Believe in Wishes. The concept of learning in Unit 2 (How Do I Learn) is largely directed toward freeing children from fears and developing habits of thought and inquiry. Film-strip titles include What Next, Making Mistakes, Who's Afraid, Figuring Things Out and Do You Forget. Unit 3 (Getting Alone) concentrates on social awareness and interpersonal relationships. The titles are It's Mine, Sticks 'N' Stones, Will You Be My Friend, Smiles Don't Just Happen and I Don't Care, Anyhow.

INSTRUCTIONAL OBJECTIVES

INSTRUCTIONAL OBJECTIVES

DEFINITION:

An instructional or behavioral objective should have the following qualities:

- 1) The learner and the instructor have a common understanding as to what is to be done, and
- 2) The learner and the instructor have common and clear criteria by which a learner's progress and level of competency may be assessed at a specific point in time.

An objective has four parts:*

Audience which is to perform the objective;

Behavior which is expected of the performer;

Conditions under which the audience will perform when assessed;

Degree of measurement used to determine an acceptable performance.

Most objectives fall into three major learning domains or classifications:

Cognitive, Affective, Psychomotor

In essence, cognitive objectives emphasize thinking; affective objectives emphasize feeling; and psychomotor emphasize acting.

*(National Special Media Institutes,
1972)

PURPOSES:

This activity is designed:

- to enable participants to increase their knowledge in the area of instructional objectives.

OBJECTIVES:

As a result of having worked through one of two self-instructional units, participants will:

- 1) be able to define an objective, its qualities, its characteristics, and its uses;
- 2) be able to write and classify objectives as cognitive, affective, or psychomotor;
- 3) be able to place objectives in larger instructional perspective.

TIME:

1-1/2 hours - 2 hours

MATERIALS:

Newsprint

Markers

Overhead projector

Screen

3 Filmstrip projectors

3 Cassette tapes

Vimcet Filmstrips and Tapes

#1 - "Education Objectives"

#3 - "Selecting Appropriate Educational Objectives"

#10- "Identifying Affective Objectives"

Worksheet 1 - "Educational Objectives" (p. 193)

Worksheet 2 - "Selecting Appropriate Educational Objectives" (p. 195)

Worksheet 3 - "Identifying Affective Objectives" (p. 197)

Newsprint I - "Educational Cone" (p. 189)

Newsprint II - "Philosophy Statement" (p. 191)

Transparency I - "Instructional Objectives" (p. 199)

Transparency II - "Assumptions" (p. 201)

Handout I - "Instructional Objectives - Some Examples" (p. 203)

Handout II - "Instructional Objectives: Individualized Approach" (p. 205)

An

FOR
ALTERNATIVE I
PROCEDURES
ONLY

FOR
ALTERNATIVE II
PROCEDURES
ONLY

STIMULI:

VIMCET INSTRUCTIONAL MATERIALS (20 Filmstrips and Tapes, color, Vimcet Associates)

"Educational Objectives" (14 mins.)

This elementary set of materials introduces the concept of objectives, discusses their use in curriculum and offers a definition.

"Selecting Appropriate Educational Objectives" (14 mins.)

This set relates the concept of objectives to Bloom's taxonomy of learning levels. It effectively identifies the need to identify each objective to a specific learning level so that clarity and purpose are obvious.

"Identifying Affective Objectives" (14 mins.)

Admitting that this area is usually associated with skepticism, Popham effectively defines the affective area and identifies four major steps in generating affective objectives.

INSTRUCTIONAL OBJECTIVES: AN INDIVIDUALIZED APPROACH
(Educational Improvement Center of Northwest New Jersey, 1972)

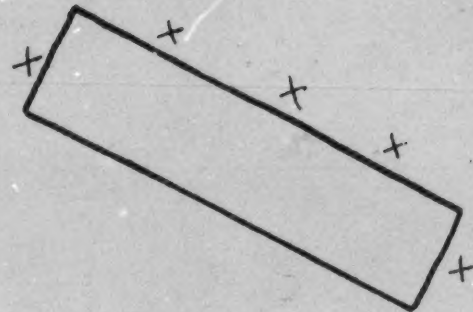
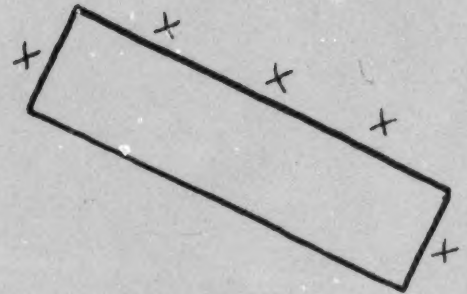
Written in simple, clear language, this booklet takes the learner through a series of steps which includes differentiating between behavioral and nonbehavioral objectives, describing the reasons for using behaviorally stated objectives, and differentiating between objectives written in the cognitive, affective, and psychomotor domains. This is an excellent programmed learning package.

ROOM ARRANGEMENT:

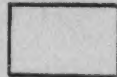
5 or 6 participants per table.

ROOM ARRANGEMENT:

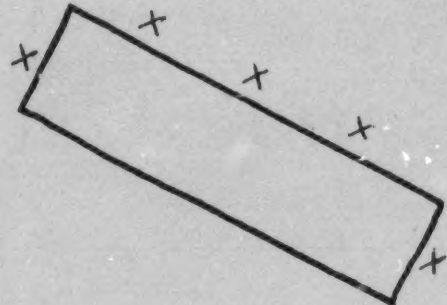
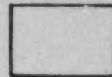
5 or 6 participants per table.



Overhead



Overhead



Screen

(Arrangements will vary dependent upon selection of Alternative I
or Alternative II)

PROCEDURES:

Two specific strategies are offered:

ALTERNATIVE I emphasizes the use of Vimcet materials (film-strips, cassette tapes, worksheets).

ALTERNATIVE II suggests using "Instructional Objectives: An Individualized Approach" (a programmed learning package).

Read through both Procedures and Instructional Material before making your decision

PROCEDURES - ALTERNATIVE I

NOTES

1. Conduct a 15-minute information-giving session in which you introduce the concept of instructional goals and objectives. Use Newsprint I (p. 189) and (p. 191) as basis of discussion.

Goals and objectives must be seen in perspective.

Specifically, touch on the following:

- *Goals are derivatives of a philosophy;*
- *Relate Goals to Goal Indicators;*
- *Objectives may be viewed as benchmarks along the way to articulating a goal;*
- *Objectives are written in terms of student behavior; they are overt and observable acts.*

Instructional objectives deal with --

- 1) *a process or*
- 2) *a product or*
- 3) *solutions to cognitive tests or*
- 4) *attitudes or*
- 5) *some of these or*
- 6) *all of these*

Goals are not usually measurable; objectives are.

2. Three levels of experiences will be provided. Participants are to assess their entry level and select the appropriate activity. Directions:

Activity I - Educational Objectives.

Select this level if you have had very limited experiences with objectives.

If you need to know the basic components of objectives or how to differentiate between that which is and that which is not an objective, this program is appropriate.

PROCEDURES (Cont.)	NOTES
<u>Activity II - Selecting Appropriate Educational Objectives.</u> Select this level if you have a knowledge of the definition of objectives but wish to learn how objectives relate to the learning taxonomy. This will help you identify various levels to which objectives should be addressed. OR <u>Activity III - Identifying Affective Objectives.</u> Select this level if you are concerned with how <u>affective</u> objectives can be written and measured. 3. Ask participants to be responsible for their own learning, to form appropriate small groups, to work through filmstrip-tape presentation using worksheets (approximately 20 minutes). Have Vimcet materials (filmstrips, tapes, worksheets) available. 4. Reconvene into large group and review the basic components of objectives (use Transparency I - "Instructional Objectives," p. 199, and Transparency II - "Assumptions," p. 201). Distribute Handout I - "Instructional Objectives - Some Examples" (p. 203). 5. Quickly recap and adjourn session. END - ALTERNATIVE I	

PROCEDURES - ALTERNATIVE II

NOTES

1. Conduct a 15-minute information-giving session in which you introduce the concept of instructional goals and objectives. Use Newsprint I (p.189) and II (p.191) as basis of discussion.

Goals and objectives must be seen in perspective.

Specifically, touch on the following:

- Goals are derivatives of a philosophy;
- Relate Goals to Goal Indicators;
- Objectives may be viewed as benchmarks along the way to articulating a goal;
- Objectives are written in terms of student behavior, they are overt and observable acts.

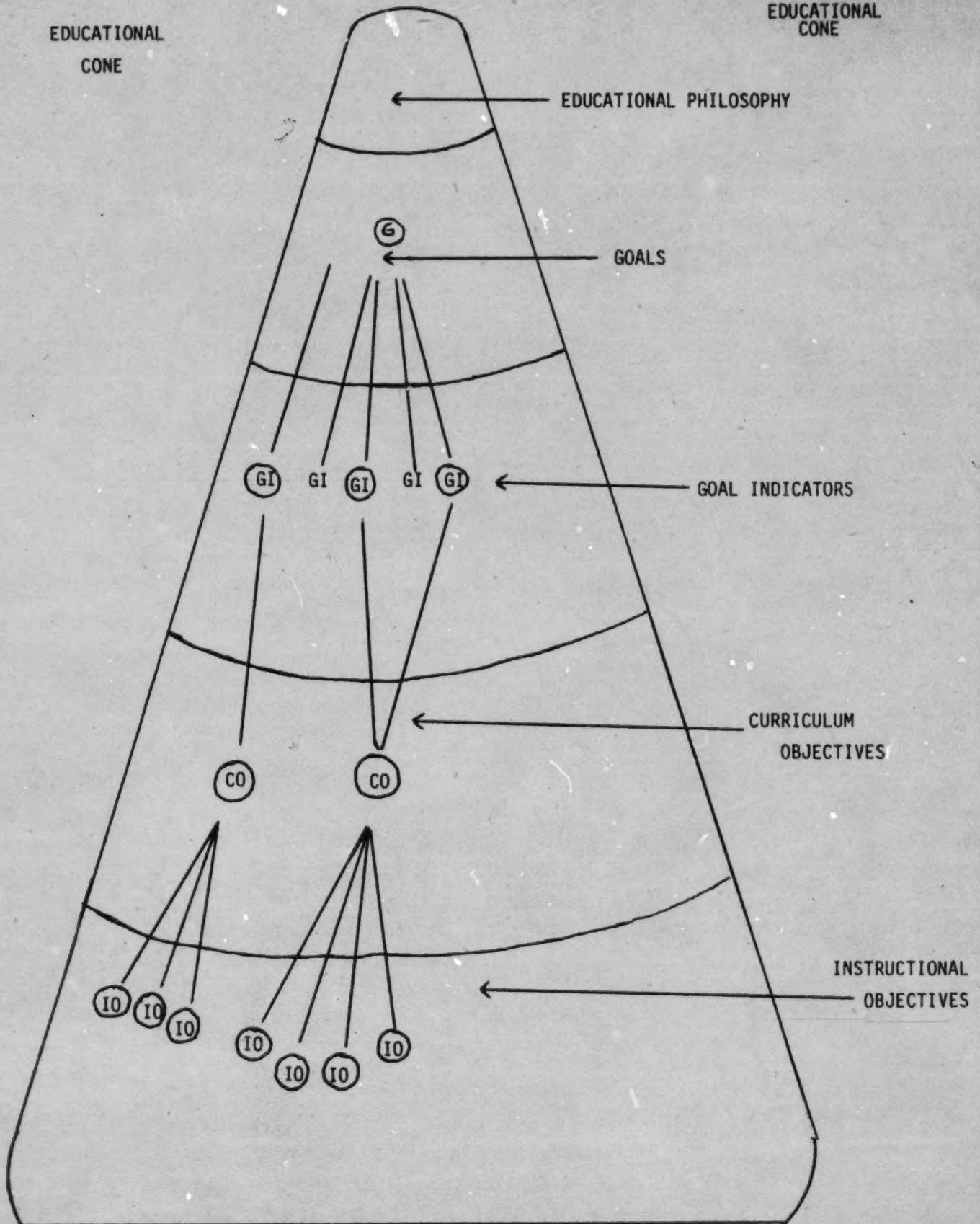
Instructional objectives deal with --

- 1) a process or
- 2) a product or
- 3) solutions to cognitive tests or
- 4) attitudes or
- 5) some of these or
- 6) all of these

Goals are not usually measurable; objectives are.

2. Distribute Handout II - "Instructional Objectives: An Individualized Approach" (p. 205) and ask them to work through it. (1 1/2 hours)
3. Reconvene into large group and review the basic components of objectives (use Transparency I - "Instructional Objectives," p. 199, and Transparency II - "Assumptions," p. 201). Distribute Handout I - "Instructional Objectives - Some Examples" (p. 203).
4. Quickly recap and adjourn session.

END - ALTERNATIVE II

EDUCATIONAL
CONE

PHILOSOPHY STATEMENT

COMPOSITE STATEMENT BASED UPON BELIEFS,
ATTITUDES AND CONCEPTS

WE BELIEVE THAT SCHOOLS SHOULD
FOSTER OPTIMUM INDIVIDUAL DE-
VELOPMENT IN VARIOUS ASPECTS
OF LIVING: MENTAL, PHYSICAL,
SOCIAL, OR MORAL

GOALS

STATED IN ABSTRACT TERMS, DESIRED AND
VALUED COMPETENCIES, STATES OF BEING,
AND /OR GENERAL LEVELS OF PROFICIENCY
TO BE ACHIEVED

THE SCHOOL PROGRAM SHOULD HELP
EVERY LEARNER TO ACQUIRE THOSE
SKILLS, KNOWLEDGES, AND AT-
TITUDES REQUIRED FOR INDEPENDENT,
AUTONOMOUS LEARNING

GOAL INDICATORS

LONG RANGE BEHAVIORS THAT GIVE OB-
SERVABLE EVIDENCE OF THE ACHIEVEMENT
OF A PARTICULAR GOAL

THE STUDENT WILL BEHAVE WITH
RESPECT TOWARD PEOPLE OF OTHER
CULTURES WHOM HE ENCOUNTERS IN
WORK OR LEISURE SITUATIONS

CURRICULAR OBJECTIVES

STUDENTS WILL BE ABLE TO READ
DIFFERENT TYPES OF MATERIALS:
NEWS ARTICLES, LITERATURE,
BUSINESS FORMS, ETC. WITH COR-
RECT INTERPRETATION

INSTRUCTIONAL OBJECTIVES

GIVEN A NEWSPAPER THE STUDENT
WILL BE ABLE TO ANALYZE THREE
FRONT PAGE STORIES AND WRITE A
TOPIC OUTLINE FOR EACH WITHIN A
TWO HOUR PERIOD, IDENTIFYING
90% OF THE TOPIC SENTENCE

VIMCET INSTRUCTIONAL MATERIALS

#1 EDUCATIONAL OBJECTIVES ANSWER SHEET

Do not use this sheet until instructed to do so.

- | | | | | |
|-----|-----|----|---|---|
| 1. | YES | NO | | |
| 2. | YES | NO | | |
| 3. | YES | NO | | |
| 4. | A | B | | |
| 5. | A | B | C | D |
| 6. | A | B | C | D |
| 7. | A | B | | |
| 8. | A | B | | |
| 9. | A | B | | |
| 10. | A | B | | |
| 11. | A | B | | |
| 12. | YES | NO | | |

Modified Objective (one) _____

Modified Objective (two) _____

Modified Objective (three) _____

VIMCET INSTRUCTIONAL MATERIALS

#3 SELECTING APPROPRIATE EDUCATIONAL OBJECTIVES

ANSWER SHEET

1. A B Neither
2. A B
3. A B Neither
4. A B
5. A B
6. A B
7. A B Neither
8. A B Neither
9. A B
10. C = Cognitive
A = Affective
P = Psychomotor

_____ (a) _____ (c)

_____ (b) _____ (d)

11. C A P
12. C A P
13. C A P
14. C A P
15. L H (L = Lowest)
(H = Higher)
16. L H
17. L H
18. L H
19. C (L or H) A P
20. C (L or H) A P
21. C (L or H) A P
22. C (L or H) A P

VIMCET INSTRUCTIONAL MATERIALS

#10 - IDENTIFYING AFFECTIVE OBJECTIVES - ANSWER SHEET

1. (C = Cognitive, A = Affective, P = Psychomotor)

A _____

B _____

C _____

3. YES _____

NO _____

2. A _____

B _____

C _____

D _____

E _____

4. A _____

B _____

5. A _____

B _____

6. (1) _____

(2) _____

(3) _____

(4) _____

7. _____

8. _____

9. _____

(1) _____

(2) _____

(3) _____

INSTRUCTIONAL OBJECTIVES

- A - AUDIENCE -- WHO IS TO BE DOING THE LEARNING?
- B - BEHAVIOR -- WHAT OBSERVABLE ACTION WILL THE
LEARNER DO?
- C - CONDITIONS -- WHAT TIME LIMITATIONS OR RESOURCE
LIMITATIONS WILL BE PLACED ON THE
LEARNER'S PERFORMANCE?
- D - DEGREE -- HAS HE MASTERED THE OBJECTIVE
SATISFACTORILY?

ASSUMPTIONS

- THAT PLANNING ANY PROGRAM SHOULD START WITH A STATEMENT OF PURPOSE AND A DELINEATION OF THE KIND OF CHANGE EXPECTED FROM CHILDREN.

- THAT OBJECTIVES (WRITTEN WITH STUDENTS AS SUBJECTS) WITH A CURRICULUM GUIDE DEFINE A PROGRAM OF LEARNING.

INSTRUCTIONAL OBJECTIVES
SOME EXAMPLES

- A. Students new to the school.
 - B. Will indicate a knowledge of school facilities, school rules, and student activities.
 - C. Using the student handbook and the guided tours provided by the student council.
 - D. By scoring a grade of at least 70% on a test to be administered by the home room teacher.
-

- A. Students new to the school.
 - B. Will be able to list.
 - C. When requested to do so.
 - D. At least 7 out of the 10 school rules.
-

- A. Students new to the school.
 - B. Will be able to identify, by writing in the names of numbered location items.
 - C. When given a blank map of the school building.
 - D. Without any errors.
-

- A. Seventy percent of the students new to the school.
- B. Will voluntarily register.
- C. After an orientation tour of the student activities.
- D. At 9 or more of the displays visited during the tour.

A - Audience
B - Behavior

C - Conditions
D - Degree

INSTRUCTIONAL OBJECTIVES:

AN INDIVIDUALIZED APPROACH

THE EDUCATIONAL IMPROVEMENT CENTER
OF NORTHWEST NEW JERSEY
HALKO DRIVE
CEDAR KNOLLS, NEW JERSEY 07927

1976

134

Introduction

The usual response to the mention of behavioral objectives (instructional objectives, performance objectives) is a groan and "Oh no, not that." An understandable reaction because writing behavioral objectives can appear to be a formidable task. This booklet has been created to assist you in writing behavioral objectives at their simplest level. An effort has been made to avoid bogging you down in picky points of terminology. Hopefully, you will find writing objectives much easier than you anticipated.

This packet has been designed around three objectives. Upon completion of this booklet, you will be able to perform the following tasks:

1. Given a list of behavioral and non-behavioral objectives, you will correctly differentiate between them.
2. You will describe, in writing, the reasons for using behaviorally stated objectives.
3. Given examples of each, you will differentiate between objectives written in the cognitive, affective and psychomotor domains.

This is a programmed learning package. Please read and follow all directions carefully. You will need a sheet of paper to cover the answer side of each page.

Turn to the following page

Section I WHAT

A behavioral objective is an objective which calls for an observable behavior on the part of the student.

Are the following behavioral objectives?

1. The student will know his left foot from his right foot.

Yes _____ No _____

2. The course will cover the major causes of the Civil War.

Yes _____ No _____

3. Write what you think the following objective means in the space below.

The student will understand the meaning of Carl Sandburg's poem "Fog."

4. Is the following a behavioral objective?

The student will write an essay identifying the imagery used to convey a mood in Carl Sandburg's "Fog."

Yes _____ No _____

COVER THIS SIDE

1. No. How will you know that he knows the difference? What will he do to demonstrate that knowledge?

2. No. You may teach the causes of the Civil War, but what evidence will you have that your students have learned them?

3. Did you write anything? If so, do you think that another teacher would define that objective in the same way? To want your students to "understand" is commendable, but you need also define the means by which that understanding will be demonstrated.

4. Yes. A written essay is an observable product or behavior on the part of the student.

COVER THIS SIDE

5. Is this behavioral?

The student will know how to write his name.

Yes _____ No _____

Behavioral objectives contain verbs such as write, list, name, select, state, which connote observable action.

6. Place a check mark by each observable action verb.

- a. learn
- b. demonstrate
- c. know
- d. appreciate
- e. label

7. Although clarifying adverbs are also frequently used when stating behavioral objectives, i.e. "will describe in writing," some verbs suggest action that is more readily observable than others.

Do these verbs suggest observable action?

- | | | |
|----------------|-----------|----------|
| a. identify | yes _____ | no _____ |
| b. compare | yes _____ | no _____ |
| c. construct | yes _____ | no _____ |
| d. realize | yes _____ | no _____ |
| e. distinguish | yes _____ | no _____ |
| f. translate | yes _____ | no _____ |

5. No. "Know" is a no-no in writing behavioral objectives unless you say something like this: "The student will demonstrate that he knows how to write his name by writing it correctly." But then wouldn't it be simpler to state: "The student will correctly write his name?"

6. Check marks should have been placed next to (b) and (e) only. While the other verbs call for mental activity on the part of students, it is difficult to judge whether that activity has taken place.

7. a. yes
b. yes
c. yes
d. no
e. yes
f. yes

COVER THIS SIDE

8. Rewrite this objective so that it is behavioral:

The student will learn to spell five unfamiliar words.

9. Complete this sentence: An objective is behavioral when it

Behavioral Objectives focus on the learner.

10. Is this a behavioral objective:

To create a rich and stimulating environment for the learner.

Yes _____ No _____

Behavioral objectives are clear and unambiguous.

11. Is this a behavioral objective?

After watching a film, the students will discuss it.

Yes _____ No _____

8. Any answer that defined or replaced "learn" with an observable action is correct. Example:

After studying a list of five unfamiliar words, the student will orally spell them correctly.

9. Asks for an observable action on the part of the learner.

10. No, this is a goal. The focus is on the school whose responsibility it is to achieve the goal.

11. No, what learning does the writer of this objective want to have taken place in the students? Perhaps the ability to verbally interact with other students is what the teacher wants to assess, but this objective doesn't say that.

COVER THIS SIDE

12. How about this one?

The student will be able to control his behavior.

Yes _____ No _____

13. The student will be able to write a letter using proper business form with no errors in punctuation or spelling.

Yes _____ No _____

14. The student will throw a ball.

Yes _____ No _____

15. The students will dramatize a short story.

Yes _____ No _____

16. After completing four activities at this learning center, the student will be able to make a paper airplane which will stay aloft for at least 30 feet.

Yes _____ No _____

12. No. That one would likely mean something different to every teacher.

13. Yes

14. No. Unless you are working with severely disabled children, most of your students can throw a ball. Most likely you want your students to be able to throw the ball with some degree of accuracy. The objective should say so.

15. No. Again, this objective is very ambiguous. What is the reason for dramatizing the story? What learning will be demonstrated by the dramatization?

16. Yes

You have now finished Section I.
Take the quiz on the following pages
and check your answers.

SECTION I QUIZ

1. What is a behavioral objective?

2. Behavioral objectives: (Check the appropriate statements.)

- | | |
|--|--|
| ☐ a. focus on the teacher | ☐ e. describe teacher action |
| ☐ b. are specific | ☐ f. are open to individual interpretation |
| ☐ c. are open ended | ☐ g. use verbs which describe observable action |
| ☐ d. focus on the student | |

3. Are the following objectives written in behavioral terms?

- a. When presented with a list of nouns and pronouns, the student will label each word correctly.

Yes _____ No _____

- b. The students will realize the importance of knowing the sequence of events leading up to the Revolutionary War.

Yes _____ No _____

- c. The teacher will help the class become proficient communicators in written English.

Yes _____ No _____

- d. Given 25 three-figure addition and subtraction problems, the student will compute at least 90% of them accurately.

Yes _____ No _____

- e. Following a discussion on bicycle safety rules, the students will be able to avoid bicycle accidents.
Yes _____ No _____
- f. The student will find the meanings for a list of six words and show his understanding of the words by correctly using each word in a sentence.
Yes _____ No _____
- g. The student will understand how to correctly arrange scrambled words to make a sentence.
Yes _____ No _____
- h. Given a list of 20 words, the student will arrange them in alphabetical order.
Yes _____ No _____
- i. The student will cite at least ten facts supporting her/his point of view during a three minute debate on the legalization of marijuana.
Yes _____ No _____
- j. Given a portion of a literary selection, the student will know whether it is a portion from a: fable, folktale, myth, biography, tall tale, or historical fiction.
Yes _____ No _____

Turn to next page for answers.

SECTION I QUIZ - ANSWERS

1. A behavioral objective describes an observable action which demonstrates that learning has taken place on the part of the student.
2. b, d, g
3.

a. yes	f. yes
b. * no	g. no
c. no	h. yes
d. yes	i. yes
e. no	j. no

If you answered at least 12 questions correctly, go on to Section II.

If not, go back and review Section I. Then go on to Section II.

SECTION II WHY

Behavioral objectives assist teachers in clarifying their instructional planning.

1. If you were beginning a new unit of study, which of the following would be of most benefit to you?
 - _____ a. Make a search analysis of the concepts underlying democracy.
 - _____ b. The student shall correctly define: expressed powers, implied powers, states' rights and the supremacy of the constitutional law.
2. Which of the following would enable you to select appropriate materials and activities:
 - _____ a. The student will grasp the significance of civic responsibility.
 - _____ b. The student will write an essay contrasting the arguments for having a democracy or totalitarian state.
 - _____ c. The student will prepare a written chronology of the events leading up to the women's suffrage amendment.
 - _____ d. The student will be able to comprehend the ways in which our constitution permeates our every day life.

COVER THIS SIDE

1. You most likely chose (b). The more specifically you can define the learning you want to take place in your students, the easier it becomes for you to select activities and materials to aid that learning.
2. (b) and (c). While (a) and (d) may well be laudable goals, they will need to be broken down into more closely defined objectives before materials and activities can be selected. With the plethora of materials available today, having criteria by which to choose from among them is a definite advantage.

Using behaviorally stated objectives makes evaluating student achievement easier.

3. Which of the following would be easier for you to evaluate:
 - ___ a. The student will know about fables.
 - ___ b. Given a list of statements describing different kinds of stories, the student will identify those statements which characterize most fables.

4. Which of the following would be easier to evaluate:
 - ___ a. The student will orally identify each letter of the alphabet when the written symbols are presented to him in both upper and lower case.
 - ___ b. The student will be able to read orally.
 - ___ c. The student will know the major battles of World War I.
 - ___ d. The student will prepare a series of graphs showing the population growth of the United States.
 - ___ e. The student will understand the fundamental concepts of biology.

COVER THIS SIDE

3. Obviously (b) is the easier to evaluate. You might want to add a degree of accuracy clause, i.e. 90% to the statement, but in any case, there can be no question as to whether the objective has been reached or not.

4. (a) and (d). At this point you may be saying to yourself, "But I know what I mean when I say the students will understand the concepts of biology." Undoubtedly you do. But, what about the most important people in your classroom - your students? Do they know what you mean?

By using behavioral objectives, your students will know exactly what is expected of them.

5. If you were a student, would you rather:
- ___ a. Be told to study the effects of pollution on our environment.
 - ___ b. Be given an assignment to identify the 3 major sources of pollution of the Hudson River and write a report on what, if any, steps are being taken to correct them.
6. Which of the following would give more direction to your students:
- ___ a. The student will be able to organize and present a 3-minute speech on the value of owning a pet.
 - ___ b. The student will be able to kick a ball into a target two feet in diameter from a distance of six feet.
 - ___ c. The student will know how to write poetry.
 - ___ d. The student will know how to compute long division.
 - ___ e. The student will really know how to write poetry.

COVER THIS SIDE

5. If you choose (a) you might find yourself wondering whether "our environment" means within the school, community, state, nation or world; whether "pollution" means air, water, industrial etc., and what, if anything, you are going to do with your information.
6. (a) and (b). Telling our students exactly what is expected of them not only helps them to focus their learning--it's also playing fair by them. No more do they have to try to "psych teacher out" in order to get good grades. Their energies can be expended upon the process of learning.

SECTION II QUIZ

You have been presented with several reasons for using behaviorally stated objectives. List those reasons, and any others which you may think of, in the space below.

Turn to the next page

SECTION II QUIZ ANSWERS

You should have mentioned at least the following (in your own words):

- a. Assist teachers in selecting appropriate materials and activities (instructional planning).
- b. Make evaluation easier.
- c. Help students understand teacher expectations.

If you got all three correct, go on to Section III. If you did not, review Section II before starting Section III.

SECTION III LEARNING DOMAINS

Behavioral objectives are useful in clarifying desired educational outcomes. An additional aid in this clarification process was developed by Bloom, Kathwohl and associates when they classified various objectives within a taxometric system. They divided objectives into 3 major classifications: cognitive, affective, and psychomotor.

Cognitive objectives deal with the development of intellectual abilities or skills (knowledge).

Which of the following are cognitive objectives:

1. The student will research the functions of local Boards of Education and write a paper on his findings.
Yes _____ No _____
2. The student will correctly compute 7 out of 10 long division problems.
Yes _____ No _____
3. The student will write a paragraph using cursive letters, neatly and correctly.
Yes _____ No _____
4. After listening to a tape recording of Rod McKuen's poetry, the student will select one of the poems and create a work of art (any medium) which conveys this interpretation of the mood of the poem.
Yes _____ No _____

COVER THIS SIDE

1. Yes
2. Yes
3. No. While intellectual ability is necessary in determining the content of the paragraph, the primary emphasis is on the physical ability to make cursive letters.
4. No. Although both intellectual (cognitive) and physical abilities are necessary to complete the objective, the emphasis is on the student expressing her/his feelings.

COVER THIS SIDE

5. Given a list of the major cultures of the world, the student will correctly check the primitive ones.

Yes _____ No _____

Objectives written in the affective domain deal with changes in interests, attitudes and values and the development of appreciations.

Are the following affective objectives?

6. The student will select a current news article and give a verbal report on her/his opinions about the event described.

Yes _____ No _____

7. The children will listen to a myth and appreciate the story.

Yes _____ No _____

8. Without teacher assignment, the student will select and read one library book each week.

Yes _____ No _____

9. The student will volunteer to lead a group discussion.

Yes _____ No _____

10. The student will be able to state the four criteria for judging art.

Yes _____ No _____

5. Yes

6. Yes. Opinions reflect values.

7. No. This is not even a behavioral objective.

8. Yes. A teacher may use this objective to determine a positive attitude toward reading.

9. Yes. The assumption of responsibility is an attitude or value we would like to instill in our students.

10. No. Knowing the four criteria is a cognitive function.

Psychomotor objectives focus on the development of manipulative or motor skills.

Are the following psychomotor objectives?

11. The student will be able to print her/his first and last names neatly and correctly.

Yes ____ No ____

12. The student will draw a simple triangle.

Yes ____ No ____

13. Using the ingredients provided, but without a written recipe, the student will make a pie.

Yes ____ No ____

14. Students will be able to tie their shoes.

Yes ____ No ____

15. The student will drill 15 holes in a board so that they are one inch apart and in a straight line.

Yes ____ No ____

All the learning domains are interrelated and interdependent on one another. The distinction between them is a matter of emphasis.

Indicate whether the emphasis in the following objectives is (c) cognitive, (p) psychomotor, or (a) affective.

COVER THIS SIDE

11. Yes. While it is difficult to draw a sharp line between the cognitive and psychomotor skills needed to complete the objective, the primary emphasis is on the psychomotor.

12. Yes

13. No. The emphasis is on the recall of information on how to make the pie, rather than the manipulative skills required.

14. Yes

15. Yes

COVER THIS SIDE

16. The student will write a book report following a previously presented form.

c____ a____ p____

17. The student will read her/his report orally, using correct pronunciation and without hesitations.

c____ a____ p____

18. In a portion of the book report, the student will give her/his reasons for liking or not liking the book.

c____ a____ p____

19. The student will assemble an object while following the directions of the teacher.

c____ a____ p____

20. The student will write a poem using the Haiku form.

c____ a____ p____

21. The student will symbolize her/his feelings of anger in a painting.

c____ a____ p____

16. Cognitive

17. Psychomotor

18. Affective

19. Psychomotor

20. Cognitive

21. Affective

SECTION III QUIZ

1. There are three learning domains. Identify and describe each of them.

2. Identify the domain in which each of the following objectives is written:

- _____ a. Given a set of Cuisenaire rods and an appropriate problem, the student will be able to discover the mathematical relationships that exist and solve the problem using those relationships.
- _____ b. The student will describe, in writing, the major steps in the process of human evolution.
- _____ c. Using an article from Time magazine, the student will write a paragraph describing any bias shown by the writer and give illustrations of the evidence of such bias.
- _____ d. The student will type fifteen randomly selected letters of the alphabet without looking at the keyboard and with a minimum of two errors.
- _____ e. The student will query his classmates regarding their opinions on a given topic.
- _____ f. Given a short story written in French, the student will rewrite it in English.
- _____ g. From a designated starting point the student will dribble a basketball toward the basket and make six baskets within one minute.
- _____ h. The student will list the ten most important events of her/his life and discuss her/his reasons for selecting at least one of them with other members of the class.

QUIZ III ANSWERS

1. Cognitive - development of intellectual abilities on skills.

Affective - changes in interests, attitudes and values and development of appreciations.

Psychomotor - development of manipulative or motor skills.

2. a. cognitive
b. cognitive
c. affective
d. psychomotor
e. affective
f. cognitive
g. psychomotor
h. affective

If you made no more than one error on this quiz, you have successfully completed this package. If you answered two or more questions incorrectly, please review this section.

Bloom, Benjamin S. (ed) Taxonomy of Educational Objectives, Handbook I, Cognitive. New York: David McKay Company Inc., 1956; and Krathwohl, David R.; Bloom, Benjamin S.; Masis, Bertram B., Taxonomy of Educational Objectives, Handbook II: Affective Domain. New York: David McKay Company, Inc., 1964.

WHERE DO YOU GO FROM HERE...

Bloom, Benjamin. (ed.). Taxonomy of Educational Objectives: Cognitive and Affective Domains. New York: David McKay Company, Inc., 1972.

This basic theoretical reference provides the foundation on which many other books and programs on behavioral objectives are based. It is an essential tool for all teachers, administrators, professional specialists, and researchers who deal with curricular and evaluation problems.

Handbook I develops the cognitive portion of the taxonomy which includes those objectives dealing with the recall or recognition of knowledge and the development of intellectual abilities and skills. Handbook II concerns the affective domain, (feelings, emotions, and degrees of acceptance or rejection). Bloom treats the nature and importance of each domain and focuses on the taxonomy of learning levels. For each level the following items are included:

- a) a definition;
- b) illustrative objectives;
- c) a discussion of problems and considerations in testing objectives; and
- d) selected examples of testing objectives.

This handbook is not designed to be read cover to cover. Specific chapters are cited by the authors as particularly useful for those who desire a basic understanding of the material, while other chapters should be explored only as they become relevant to the reader's needs and interests.

Burns, Richard. New Approaches to Behavioral Objectives. Dubuque, Iowa: Wm. C. Brown Company, 1972.

Burns is sensitive to the fact that the concept of behavioral objectives often conjures negative attitudes. His goal, therefore, is to "overcome any reluctance or hesitancy to deal with behavioral objectives."

Written in non-technical language, the book is a self-instructional guide on how to write and evaluate objectives and how to use them in the classroom. Self-check evaluations and practical exercises are included to help the reader learn the skills involved in creating and implementing objectives. Ten lessons address topics, such as: distinguishing between goals and objectives; distinguishing between terminal behavioral objectives and instructional objectives; classifying behaviors as open or closed; and understanding experience objectives.

Affective objectives receive special attention because they are the most problematic to educators. To this end, the author lists five steps to consider when dealing with attitudes, appreciations, and interests.

Dillman, Caroline Matheny, and Harold F. Rahmlow, Writing Instructional Objectives. Belmont, California: Fearon Publishers, 1972.

The authors claim, with a touch of humor, that "if you haven't already almost drowned in a sea of taxonomies,..." this book will come to your rescue! Writing Instructional Objectives attempts to bridge the gap between theory and practice. Its goals are:

- 1) to acquaint you with resource material on objectives and to recommend ways they might be used;
- 2) to list and explain useful points for consideration when writing your objectives;
- 3) to explain the importance of writing sample test items and to show you how to write them;
- 4) to present the pro's and con's of the verb forms most commonly used;
- 5) to present various verbs and discuss the merits (and demerits) of each;
- 6) to discuss various style technicalities;
- 7) to illustrate how an objective is developed from rough draft form to an acceptable finished product;
- 8) to give you some original objectives and provide opportunity for revision and evaluation.

Teachers will find this book highly readable and informative.

"Educational Objectives, Objectives Banks," Modelogue: A Catalog of Comprehensive Educational Planning Component Models. Trenton, N.J.: New Jersey Department of Education, 1975.

Modelogue lists a total of forty-two sources (products, banks, etc.) for developing behavioral objectives. Each approach is described in a concise overview, a set of procedural steps, specific implementation needs and special features. For convenience the editors have subdivided the sources into two sections: "Preparation," and "Objectives Banks-Resource Listings." By using Modelogue one can quickly capture the essence of the alternatives and begin to focus more closely on program selection.

Gronlund, Norman E. Stating Behavioral Objectives for Classroom Instruction. New York: The Macmillan Company, 1970.

This book grew out of the author's own experiences in helping teachers to define their instructional objectives more clearly. He discovered that their objectives tended to fall into one of two extremes--too broad or too specific. When objectives are stated in broad terms, the expected learning outcomes are vague and ambiguous. Conversely, when they are stated in overly specific terms, the learning outcomes stress only the lowest levels of knowledge and skill. Gronlund has formulated an approach that aids teachers in avoiding both extremes.

Teachers have found this approach easy to understand and to implement in designing lessons. It is highly recommended for use in inservice programs on behavioral objectives.

Kibler, Robert J., Larry L. Backer, and David T. Miles. Behavioral Objectives and Instruction. Boston: Allyn and Bacon, 1970.

Realizing the quantity of information on behavioral objectives already available to educators, the authors list six unique contributions made by their book:

- 1) It presents material relative to behavioral objectives from a variety of sources in a single volume.
- 2) It presents a classroom-tested model of instruction that illustrates the relationships of behavioral objectives to the instruction learning process.
- 3) It prescribes an approach to objectives based on planning instruction and informing others of instructional goals.
- 4) It analyzes, in substantially more detail than has been available to date, the elements contained in objectives that are required to plan instruction.
- 5) It presents an original, taxonomic classification for the psychomotor domain.
- 6) Appendix A provides a variety of sample behavioral objectives for different areas of study. Teachers can use these as models in preparing their own behavioral objectives.

Although this book is intended as a supplementary text for education courses, it is a valuable resource for teachers, administrators, curriculum planners and school board members who are interested in improving the quality and efficiency of instruction through the use of objectives.

Lewis, James. School Management by Objectives. Wesy Nyack, New York: Parker Publishing Company, Inc., 1974.

How many of the following statements about public schools apply to your school?

- 1) Most public schools do not have a systematic approach either to short or long range planning.
- 2) There is very little systematic control and coordination in the operation of day-to-day affairs in the public schools.
- 3) Because specific objectives have not been identified through the traditional method of operating our public schools, there is a duplication of effort resulting in a waste in staff utilization.
- 4) The need for an effective method or instrument for evaluating the performance of school personnel has been a problem which has perplexed educators for years.
- 5) The training and development programs found in most traditional schools which consist of in-service courses bear little or no relation to the problems found on the job.

If any of the author's generalizations about schools describes conditions with which you are familiar, School Management by Objectives (School MBO) is a process that can be used to improve your system. Step-by-step strategies are organized into tasks that administrators, supervisors, and teachers can perform to make accountability a reality.

The author strongly advocates utilization of this method of management on the basis of clearly defined objectives, but he does not ignore the disadvantages and possible pitfalls of this approach. School Management by Objectives requires hard work, time and commitment. It is not meant to be a panacea. It is a systematic program, adopted from business, that has been found highly successful in the operation of all levels within school systems.

Mager, Robert F., Preparing Instructional Objectives. Belmont, California: Fearon Publishers, 1962.

Preparing Instructional Objectives is not intended to be the all inclusive work on the subject. Rather, it is an introduction for the classroom teacher on how to specify and communicate objectives. It deals mainly with objectives in terms of cognitive learning.

If the objectives of the book are successfully achieved, the reader

should be able to perform the following tasks:

- 1 Given one or more instructional objectives, he/she will be able to select those stated in performance terms.
- 2 Given a well-written instructional objective, he/she will be able to identify the portion of it that defines minimum acceptable performance.
- 3 Given one or more performance (test) items, he/she will be able to select those appropriate to the evaluation of the objectives.

Concisely written in a conversational style, the book is structured so that the reader is able to read and evaluate her/his understanding of the topic in a few hours. It is one of the more popular references in this area of instruction.

Steinaker, Norman, and M. Robert Bell. "A Proposed Taxonomy of Educational Objectives: The Experiential Domain." Educational Technology (January 1975), 14-16.

Steinaker and Bell call for a new taxonomy of objectives that looks at experience as a "gestalt human activity." Existing taxonomies in the cognitive, affective and psychomotor domains do not adequately assist teachers in planning objectives for classroom experiences. Educators stress the value of providing children with experiences to facilitate learning, but they have not considered the sequence of activities and feelings a person experiences from initial exposure to an experience to dissemination of that experience.

To remedy this situation, a taxonomy of educational objectives in the experiential domain is proposed. It incorporates a hierarchy of experiences that expands upon the classifications of human activities in the other domains. Foremost, the new taxonomy is viewed as a functional tool for planning and implementing all levels of experiences in the classroom.

Utz, Robert, and Leo Leonard. "Are Behavioral Objectives Antithetical to a Humanistic Approach in Education?" New Directions in Teaching, III, 2 (Winter/Spring 1972), 3-8.

A popular criticism of the behavioral objectives concept is its supposed lack of human concern. Proponents of this viewpoint suggest that behavioral objectives limit inquiry in the classroom, ignore affective characteristics, lead students into patterns of rigidity, sacrifice the freedom of the learner, and force an undue amount of emphasis on tests.

Each of these accusations results from a misconception of the depth and range behavioral objectives can encompass. The authors effectively refute these negative claims and emphatically assert their own position--"a behavioral objectives approach by no means precludes a 'humanistic' concern for the individual, and in many instances provides conditions which enhance the possibilities of such a personalized learning climate."

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CONTRACTS

162

CONTRACTS

DEFINITION:

Basically, a learning contract is a collection of activities related to instructional objectives. When properly designed, it increases student motivation, interests, and enthusiasm and cultivates responsibility for what is learned. The contract is a work agreement between teacher and child which gives the child a visible means to achieve his goals. Though designs vary, four component parts or stages comprise the contract:

- 1) a statement of what is to be accomplished written in the form of a behavioral objective;
- 2) a list of media resource alternatives;
- 3) a list of activity alternatives; and
- 4) reporting alternatives.

PURPOSES:

This activity is designed:

- to give teachers an opportunity to study the rationale and system of contract teaching.
- to provide opportunities to develop a contract relevant to their individual classroom needs.

OBJECTIVES:

Given a model design of a contract and a simulated developmental walk-through, participants will be able to:

- 1) list and describe the basic elements of a contract (see Definition);
- 2) list and describe three stages of development: negotiation, commitment and recognition;

- 3) develop one or two contracts to meet individual classroom needs.

TIME:

1-1/2 hours

MATERIALS:

2 Overhead projectors

2 Screens or 1 large one

Transparency I - "Designing Curriculum Contracts" (p. 243)

Transparency II - "Developmental Stages of Contracts" (p. 245)

Handout Packet I - "Some Sample Contracts" (p. 247)

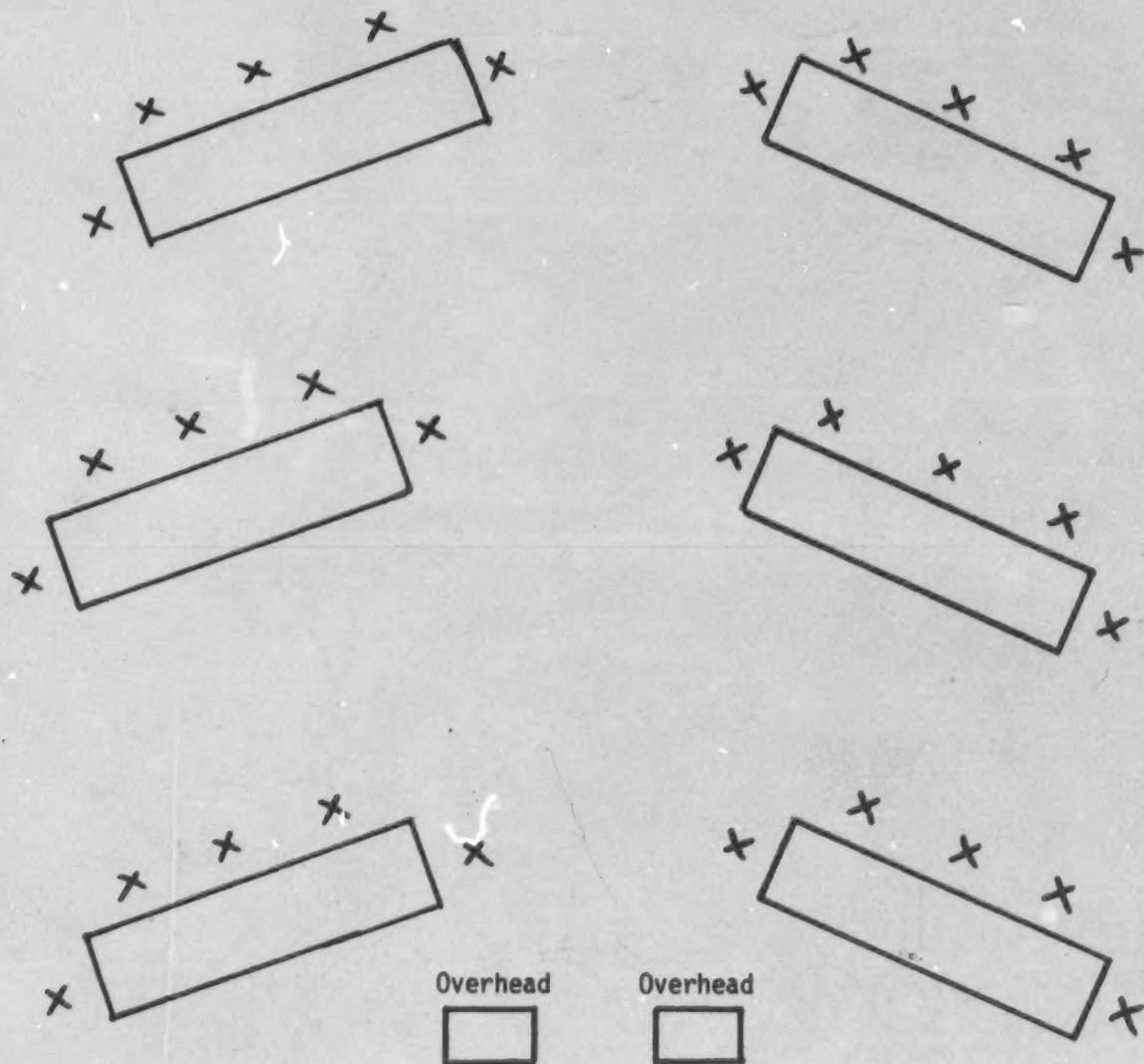
Handout II - "Some Considerations about Contracts"
(p. 257)

Handout III - "Tryout Sample Contracts" (p. 261)

ROOM ARRANGEMENTS:

Tables for five to six with overhead located centrally.

ROOM ARRANGEMENT



Screen

FRONT

PROCEDURES

NOTES

1. Explain the purpose of the session and the two-fold format:
 - information-giving
 - information-sharing

2. Using Transparency I - "Designing Curriculum Contracts" (p. 243), point out the four major components of the contract. Discuss.

Explain that although many contract formats vary, these four major components are common to all.

3. Using Transparency II - "Developmental Stages of Contracts" (p. 245), elaborate on the activities which take place in three distinct stages. Discuss.

These developmental stages are common to all contract formats.

4. Distribute Handout Packet I - "Some Sample Contracts" (p. 247). Have small groups of five or six peruse the samples and relate to two previous transparencies (which have remained visible during this entire period). Allow at least 30 minutes for discussion.

Permit groups to explore these samples freely and openly. Do not participate in these small group discussions.

5. Have one person in each group report a brief capsule summary of the group discussion. (Optional: Record summaries on newsprint.)

PROCEDURES (Cont.)	NOTES
6. Distribute Handout II - "Some Considerations About Contracts" (p. 257) and discuss points with the entire group, encouraging participation. 7. Distribute Handout III - "Tryout Sample Contracts" (p. 261) and ask participants experiment using them or adaptations of them in planning their next unit. 8. Design a feedback session to take place approximately three weeks after this introductory session. <i>This activity is designed as an entrée to others. A feedback session must be conducted in which participants are able to share with the group their experiences, observations, perceptions, etc. about the "piloting" of the approach. Next steps should be planned as a result of this second session.</i>	

DESIGNING CURRICULUM CONTRACTS

A CURRICULUM CONTRACT SHOULD INCLUDE:

1. BEHAVIORAL OBJECTIVES WRITTEN FOR THE CHILD THAT EXPLAIN:
 - A. WHAT THE CHILD MUST LEARN.
 - B. HOW THE CHILD CAN DEMONSTRATE THAT HE HAS LEARNED THE SPECIFIED INFORMATION, APPLICATIONS, SKILLS, ETC.
 - C. THE DEGREE OF PROFICIENCY EXPECTED OF THE CHILD.
2. MEDIA RESOURCE ALTERNATIVES.
3. ACTIVITY ALTERNATIVES.
4. REPORTING ALTERNATIVES.

DEVELOPMENTAL STAGES OF CONTRACTS

STEP 1 NEGOTIATION

- TEACHER AND STUDENT ANALYZE THE CONTENT UPON WHICH CONTRACT IS BASED
- TOGETHER THEY ESTABLISH GOALS AND OBJECTIVES
- REMEMBER PACING, LEARNING STYLE, AND INTERESTS AND NEEDS

STEP 2 COMMITMENT

- TEACHER AND STUDENT DISCUSS LEARNING ALTERNATIVES
- TOGETHER THEY SELECT ACTIVITIES TO BE PURSUED
- TOGETHER THEY AGREE ON WHAT THE LEARNING OUT-COME WILL BE
- THE STUDENT MAY INDICATE METHODS HE WILL USE TO SHOW COMPLETION

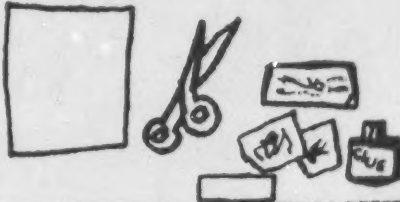
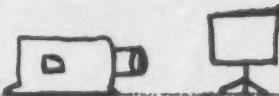
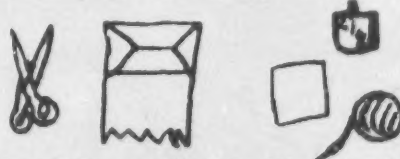
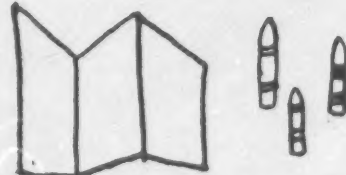
STEP 3 RECOGNITION

- TEACHER AND STUDENT TOGETHER EVALUATE CONTENT OF CONTRACT IN VIEW OF OBJECTIVES
- SOME TYPE OF REINFORCEMENT FOR THE SUCCESSFUL STUDENT SHOULD BE PLANNED
- SOME TYPE OF RECORD KEEPING SHOULD BE EMPLOYED TO INSURE CONTINUITY.

SOME SAMPLE CONTRACTS

THINGS R R

Michael Smith

	Activities	Materials		
Phonics	1. Make a poster with pictures of words that have "M" sound.		✓	✓
	Listen and Do.		✓	
Science	1. Name the animals.			
	2. See the filmstrip on animals.			
	3. Make a paper bag animal.			
Social Studies	1. Read "Danny Goes To Disneyland".			
	2. Make your own book about a trip you took with your family.			

SCIENTIST

John Davis

WORKED ON THESE

PROJECTS IN THE LABORATORY WEEK of May 6

OBJECTIVE

①

EXPERIMENT

What will a magnet pick up?
Use the magnet at the center
and try to pick up the objects
in the red box. If the magnet
picks something up, put the
object in the box marked "Yes".
If it does not pick up the
object, put it in the box marked
"No". Make a list of the objects
in each box.



②

LISTEN

Listen to the
tape and follow
the directions
on the worksheet.



③

ACTIVITIES

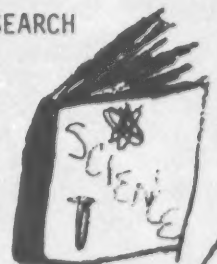
Choose two of the activities
at the center and complete
the objectives on the job
cards.

Make a magnet
Using a compass
Fun with iron filings
Fishing Game



④

RESEARCH



SAMPLE CONTRACT FORM6th Year

SUBJECT _____ DATE _____

I, _____ agree to meet the following
objectives: _____

TIME LIMIT _____

MATERIAL COVERED (LIST ALL BOOKS, CHAPTERS OF BOOKS, ACTIVITIES AND PROJECTS
AS YOU COMPLETE THEM.)

_____RESOURCES NEEDED: _____

_____EVALUATION: _____

Student_____
Teacher

CONTRACT WORKSHEET

NAME _____ SECTION _____

AREA _____

Objectives:Media Resource Alternatives:Activity Alternatives:Reporting Alternatives:

Some Considerations About Contracts
(1 of 2)

SOME CONSIDERATIONS ABOUT CONTRACTS

- The student's name and period of time in which the assignments are to be accomplished should be included on the contract.
- The assignments may appear on the contract under particular headings.
- Directions and/or objectives may be written on the contract or found at a center.
- Space may be provided for the students' work.
- Indication may be made for working in partners.
- Indication may be made for self-checking.
- Provision may be made for the student and/or teacher to note the completion of assignments.
- Space may be provided for the student to record his/her course of study.
- Think about the long-range goals of the learning in dealing with the specifics of the contract.
- Mix media approaches as contract is designed to give student choices.
- Children learn with others; consider co-operative contracts.
- Review what the end result of the contract will be. Will it be a new learning behavior, a product, or a process?
- Is the student ready for this approach?
- What is your role as students begin to work with contracts? Has it changed? Have you told the students this?

Some Considerations About Contracts (Cont.)

- If you're having difficulty with articulating objectives, see Dunn and Dunn, 1972, Chapter III.
- Consider why you're choosing the contract approach throughout this developmental period.
- Don't take a hands-off approach during the process; monitor it!
- Remember, a contract permits a child to "do his/her best" and be rewarded for his efforts, despite any innate relative difference among the students.
- The child "owns" his/her contract; capitalize on this fact!
- If you choose to grade the children, consider:
 - 1) their achievement in terms of themselves (e.g. what is the quality of growth achieved in comparison with their previous levels of performance?);
 - 2) their achievement in terms of the group (class, grade) ranking (e.g. did most other children in the group perform as well, better, or less well?);
 - 3) their discipline in terms of the contract (e.g. did they work well and permit others to work well?).

Tryout Sample Contracts
(2 samples)

TRYOUT
SAMPLE CONTRACTS

FOR USE IN YOUR
CLASSROOM

SAMPLE CONTRACT I

I, _____, PROPOSE THE FOLLOWING AS AN OUTLINE
OF MY SPECIAL STUDIES PROJECT.

OBJECTIVE:

PLAN OF
PROCEDURE:

I WILL NEED THESE MATERIALS:

I ANTICIPATE THE RESULT OF MY PROJECT TO BE:

I EXPECT TO COMPLETE THIS PROJECT BY _____

SIGNED _____

(Student)

APPROVED _____

(Teacher)

Considerations: _____

SAMPLE CONTRACT II

I, _____, PROPOSE THE FOLLOWING AS AN OUTLINE
OF MY SPECIAL STUDIES PROJECT.

OBJECTIVE: _____

PLAN OF
PROCEDURE: _____

I WILL NEED THESE MATERIALS:

I ANTICIPATE THE RESULT OF MY PROJECT TO BE:

I EXPECT TO COMPLETE THIS PROJECT BY _____

SIGNED _____
(Student)

APPROVED _____
(Teacher)

Considerations: _____

WHERE CAN YOU GO FROM HERE . . .

Avakian, A. Nancy. "A Guide to Writing Learning Contracts." Empire State College, New York (March 1974), ED 088 385.

Although this article concerns the use of learning contracts on the college level, it contains basic information related to the development and use of learning contracts for any level.

The learning contract specifies the kinds of learning activities to be undertaken, the duration of the study, and criteria by which work is to be evaluated. In order to construct the contract, the teacher and student must discuss the student's goals and interests. Some of the questions to be considered by the student and teacher are:

- 1) What will be the end result of this contract? Will it be a behavior, a product, or a process?
- 2) Is the student equipped to achieve the stated goals within the time limits of the contract?
- 3) Will an informed observer aid the student to achieve the expected outcome?

Potential problem areas are identified and helpful recommendations are made to treat them.

Barbour, Chardler, and Joseph Czarnecki. "Contract Teaching at Sunset Elementary School," Theory Into Practice, XII, 4 (October 1973), 234-237.

Staff members at the Sunset Elementary School have found contracts a valuable tool for helping students to acquire knowledge and academic skills and also to develop themselves as decision-makers, self-evaluators, and partners in learning.

Several types of contracts are utilized depending on the levels of independence and the learning styles of different children. Most children work on contracts developed for a one-week framework; others work on commitments, ranging in time from one-day to a long-term block of time. For those children who have difficulty dealing with even a short term contract, a preparatory setting under direct teacher supervision is essential.

The pupil/teacher conference is viewed as the key to the contract program. Cooperative planning and evaluation between students and teachers also aid teachers in communicating students' needs and progress to parents. In addition, promises and pitfalls of contracts are included.

Boe, Jack, John Englebrecht, Ruth Wahlberg, and Charles Cheney. "Guidelines for Construction and Implementation of Contracts." L.E. Berger Middle School. West Fargo, North Dakota. (no date)

"A contract is but a device that derives its worth by providing enough self-direction and self-pacing for the majority of the students of any given group so that the teacher is free to meet the needs of individual students or small groups at their own levels." In effect these guidelines comprise a learning activity package for a teacher who is beginning to develop contracts.

Many sample contracts are included from a variety of disciplines and ability levels. One of the keys to successful contracting is to maintain uniformity in format for all subject areas. Four "must" sections of all contracts are: Introduction (a brief statement defining the area); Objectives (no more than three - written behaviorally); Resources needed; and Instructional Procedures (step-by-step).

Cunningham, James B., and Charles H. Heimber. "Learning Contracts: A Plus for Individualization." Professional Report, Croft Educational Service (February 1973), 8 pages.

One of the advantages for the use of learning contracts is that they offer teachers an opportunity to individualize without purchasing additional equipment and materials or adjusting class schedules.

For the teacher who is considering introducing the contract concept to a class for the first time, practical do's and don't's are suggested. Many ideas for possible topics and activities are included. Disadvantages are not bypassed but presented in a "possible-problems-you-may-encounter" list.

Dunn, Rita, and Kenneth Dunn. "Contracts: Placing the Responsibility for Learning Where It Belongs - With the Student." Practical Approaches to Individualizing Instruction: Contracts and Other Effective Teaching Strategies. West Nyack, New York: Parker Publishing Company, Inc., 1972, pp. 79-117.

We find this the best how-to source for developing contracts. Presented are six practical arguments for adopting this strategy of individualization.

- 1) Contracts are written for varied academic levels within a heterogeneous group.
- 2) Contracts permit self-pacing.
- 3) Contracts encourage independence because each child becomes personally responsible for learning what is required.
- 4) Contracts reduce frustration and anxiety since each child is rewarded for his/her efforts.
- 5) Contracts permit students to cultivate their interests.
- 6) Contracts provide alternative ways of learning for the non-reader.

After enumerating the reasons for teaching through contracts, the authors discuss in detail methods for designing curriculum contracts. Teachers reading this chapter will discover stimulating ideas for topics, resource alternatives, and reporting alternatives. Sample contracts illustrating the format are also included. Of special interest is a design which presents three methods to be used in diagnosing. It is precise and reasonable.

"Individualized Instruction in Conventional Classrooms." Cashton Elementary School. Cashton, Wisconsin. (no date)

The contract is the main tool utilized by this particular elementary school to provide each student with the appropriate means to learn and master material at his/her own rate. Teachers developed skills in writing contracts at a four-week summer workshop. This document is a report of findings.

Although brief, this article points out the new skills teachers must acquire, the nature of the cost, and some real problems experienced in program implementation.

LEARNING CENTERS

LEARNING CENTERS

DEFINITION:

A learning center is an environment in which children are actively involved in learning independently. Each center is based on a learning objective, has a series of structured activities, and includes an evaluation step. Centers may be used for various purposes: diagnosis, prescription, skill development, interdisciplinary approaches, project development, etc.

PURPOSE:

This activity is designed to:

- enable participants to learn the concept and to gain experiences in working with learning centers.

OBJECTIVES:

As a result of this activity, participants:

- 1) will be able to list and describe the components of a learning center;
- 2) will describe at least two kinds of centers.

TIME:

2 hours

MATERIALS:

Carousel slide projector

Screen

Cassette recorder

Slide-tape show "Learning Centers" (Educational Improvement Center-NW)

Learning Center sheets (#1-#4) (pp. 277-284)

Handout I - "Learning Centers: A Multi-media Approach" (p. 285)

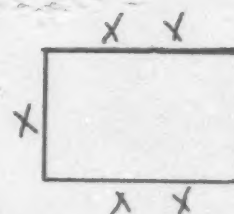
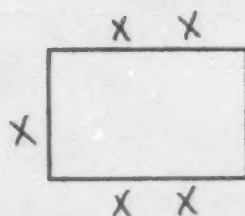
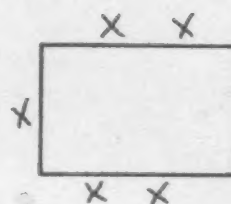
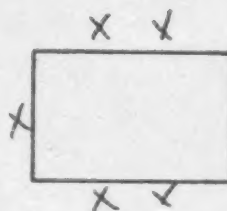
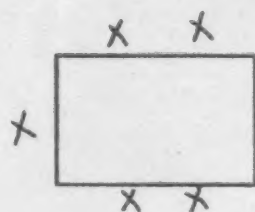
Handout II - "Questions to Ask Yourself When Planning A Learning Center" (p. 295)

ROOM ARRANGEMENTS:

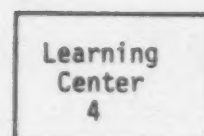
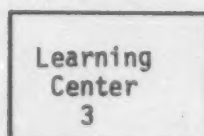
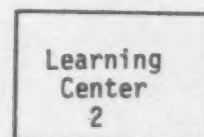
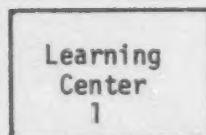
Five or six participants to a table for first half of presentation.

ROOM ARRANGEMENTS

First Half (Room 1)



Second Half (Room 2)



PROCEDURES:**NOTES**

1. Present the slide-tape show - "Learning Centers" - EIC-NW (20 minutes). Consult Handout I - "Learning Centers: A Multi-media Approach" (p. 285)
2. Highlight the key components of centers --
 - a. the establishment of objectives;
 - b. planning exciting activities;
 - c. selecting appropriate materials (varied and appealing);
 - d. record-keeping;
 - e. scheduling.
3. Since these modules are designed to be experiential, we recommend constructing a few centers and having participants work at them. (Room 2) We have included instructions for constructing four centers:
 - Learning Center #1 - Me (p. 277)
 - Learning Center #2 - How Much Is Your Name Worth? (p. 279)
 - Learning Center #3 - Patriot's Delight (p. 281)
 - Learning Center #4 - Imagery and the Senses (p. 283)
4. When the group reconvenes in Room 1, conduct a general discussion on perceptions, attitudes, experiences, etc.
5. Distribute Handout II - "Questions to Ask Yourself When Planning Learning Centers" (p. 295). Discuss the sheet briefly and conclude the session.

LEARNING CENTER #1ME**OBJECTIVE:**

The child will show awareness of him/herself by drawing pictures of him/herself and by writing about him/herself.

MATERIALS:

Mirror

DIRECTIONAL CHART:

Take a card and do what it says.

ACTIVITY CARDS:

- 1) Look in the mirror. Make a happy face. Make a sad face. Make a surprised face. Make an angry face. Draw a picture of one of your faces.
2. Write your first, middle and last names on a piece of paper. Write how many brothers and sisters you have.
3. Get a large piece of drawing paper. Trace your hands on the paper. Color them. Mark the right hand with an "R." Mark the left hand with an "L."
4. Draw a picture of your family. Tell a story about your family to someone.
5. Draw a picture of yourself doing what you like best.

LEARNING CENTER #2HOW MUCH IS YOUR NAME WORTH?**OBJECTIVE:**

The child will solve equations for each of the letters in his/her name in one of three areas: addition, multiplication and division.

MATERIALS:

Activity cards
Pencil and paper
Calculator (if available) for self-check or teacher check

DIRECTIONS:

- 1) Take the color card you have been assigned.
- 2) Then write your name (full name) down the side of your paper.
- 3) Now figure the amount for each letter in your name.
- 4) Add the numbers up and you will know how much your name is worth.
- 5) Make sure you show all your work for each letter.

ACTIVITY CARDS:**Level I (pink):**

A = 3+8	N = 8+17
B = 4+32	O = 5+9
C = 5+41	P = 36+16
D = 9+15	Q = 196+217
E = 4+19	R = 35+6
F = 13+72	S = 29+3
G = 23+12	T = 14+18
H = 52+37	U = 28+51
I = 6+17	V = 159+83
J = 89+98	W = 138+256
K = 37+56	X = 288+274
L = 42+74	Y = 48+94
M = 27+34	Z = 316+129

Answers

A = 11	
B = 36	
C = 46	
D = 24	
E = 23	Y = 142
F = 85	Z = 445
G = 35	
H = 89	
I = 23	
J = 187	
K = 93	
L = 116	
M = 61	
N = 25	
O = 14	
P = 52	
Q = 413	
R = 41	
S = 32	
T = 32	
U = 79	
V = 242	
W = 394	
X = 562	

ACTIVITY CARDS (Cont.):

Level II (Orange):

A = 8×7	N = 29×2
B = 16×7	O = 9×9
C = 45×13	P = 18×29
D = 7×48	Q = 58×47
E = 9×6	R = 12×14
F = 24×3	S = 10×10
G = 29×2	T = 87×6
H = 3×84	U = 7×9
I = 8×8	V = 49×7
J = 126×3	W = 38×124
K = 16×17	X = 68×12
L = 10×42	Y = 8×9
M = 27×3	Z = 24×32

Answers

A = 56
B = 112
C = 585
D = 336
E = 54
F = 72
G = 58
H = 252
I = 64
J = 378
K = 272
L = 420
M = 81
N = 58
O = 81
P = 522
Q = 2726
R = 168
S = 100
T = 522
U = 63
V = 343
W = 4712
X = 816
Y = 72
Z = 768

Level III (Green):

A = $35 \div 5$	N = $320 \div 80$
B = $150 \div 10$	O = $72 \div 9$
C = $375 \div 25$	P = $300 \div 10$
D = $400 \div 20$	Q = $800 \div 4$
E = $64 \div 8$	R = $540 \div 60$
F = $810 \div 90$	S = $428 \div 7$
G = $640 \div 8$	T = $80 \div 40$
H = $580 \div 20$	U = $81 \div 9$
I = $56 \div 8$	V = $270 \div 3$
J = $98 \div 2$	W = $460 \div 4$
K = $100 \div 4$	X = $1000 \div 2$
L = $50 \div 5$	Y = $90 \div 10$
M = $180 \div 6$	Z = $500 \div 5$

Answers

A = 7	V = 90
B = 15	W = 115
C = 15	X = 500
D = 20	Y = 9
E = 8	Z = 100
F = 9	
G = 80	
H = 29	
I = 7	
J = 49	
K = 25	
L = 10	
M = 30	
N = 4	
O = 8	
P = 30	
Q = 30	
R = 9	
S = 61	
T = 2	
U = 9	

LEARNING CENTER #3PATRIOT'S DELIGHT***OBJECTIVE:**

The child will have applied his/her reading and math skills in preparing Patriot's Delight.

MATERIALS:

<u>Ingredients</u>	<u>Equipment</u>
2 c. sugar	bowl
$\frac{1}{2}$ c. cocoa	spoons
$\frac{1}{2}$ c. milk	measuring cup
$\frac{1}{2}$ stick margarine	hot plate
$\frac{1}{2}$ c. chunky peanut butter	pot
3 c. quick-cook raw oatmeal	waxed paper

DIRECTIONS:

- 1) Read the recipe carefully.
- 2) Follow the directions making sure your measurements are accurate.

RECIPE

- Put 2 c. sugar, $\frac{1}{2}$ c. cocoa, $\frac{1}{2}$ c. milk and $\frac{1}{2}$ stick margarine in a pot.
- Bring to a boil and cook over low heat for one minute, stirring frequently.
- Add $\frac{1}{2}$ c. peanut butter and 3 c. oatmeal.
- Mix well.
- Drop from teaspoon onto waxed paper.
- If possible, refrigerate.

FOLLOW-UP IDEAS:

1. Review reading skills -- sequence, vocabulary, blends, consonants.
2. Emphasize the importance of math skills in daily living.
3. Library research on Colonial recipe books.

* Interning for Learning, E.S.E.A. Title III, Cape May County, NJ, 1975.

Patriot's Delight (Cont.)

4. Make a Bicentennial recipe booklet consisting of Colonial recipes.
5. Study the peanut plant.
6. Study the life of George Washington Carver, who developed more than 300 commercial uses for the peanut plant.
7. Since peanut butter is a good and inexpensive source of protein, have the class develop a menu for an all-peanut five-course meal.

LEARNING CENTER #4IMAGERY AND THE SENSES**OBJECTIVE:**

The student will demonstrate an awareness of the uses of imagery in poetry, music and art by using imagery in an original creation.

MATERIALS:

record player

art supplies

tape recorders

art prints or slides

Poem: "Fog", Carl Sandburg

Book: John Henry, Ezra Jack Keats

Book: Hailstones and Halibut Bones, Mary O'Neil

Book: Listen to The Warm, Rod McKuen

Music: "Clair de Lune" - Debussy

Music: "Pictures at an Exhibition" - Moussorgsky

Music: "John Henry", "1812 Overture" - Tchaikowsky

Music: "Zorba the Greek" from Herb Alpert's album, "Going Places"

Music: "Glen Yarbrough sings the Words & Music of Rod McKuen"

Music: "Rod McKuen's Greatest Hits - 2nd"

Music: "Punky's Dilemma" from Bookends

Music: "The Sounds of Silence" - Simon & Garfunkle.

ACTIVITIES:**LEVEL I:**

1. Choose and read a poem from Hailstones & Halibut Bones. What other things might that color be? List them on a piece of paper. Find some music which represents your color (try the album "Pictures at an Exhibition"). Tape record the music and the poem.
2. Listen to "Zorba the Greek". Describe in writing how the music makes you feel. Translate these feelings into another form -- painting, dance, pantomime, etc.

Imagery and the Senses (Cont.)

3. Listen to the "1812 Overture". What does this music suggest to you? Write a story about it. Or, get a group together to write and act out a story to this music.

LEVEL II:

1. Read Carl Sandburg's "Fog." Listen to "Clair de Lune." Look at the paintings. There is a common mood or feeling to all of these. What is it? Create something in art or writing which will also convey this mood.
2. Listen to the Rod McKuen tape. On it is a poem about a cat named Sloopy. Express, in poetry, your feelings about an animal you have known.
3. Listen to the song, "The Sounds of Silence". Write a paper any length, describing what this song means to you. Create in any medium a pictorial representation of the Sounds of Silence.

LEVEL III:

1. Read John Henry. Listen to the ballad "John Henry". Compare the two versions of this folk story and write your impressions of each. How are they similar? How are they different? Which did you prefer - Why?
2. Listen to the Rod McKuen tape. Write a paragraph interpreting each poem. Write a poem in a style similar to McKuen's.
3. Listen to the song "Punky's Dilemma". Answer the following : What is Punky's Dilemma? Describe some of the imagery used -- this song and explain its meaning. Using the same theme, write a poem using different imagery.

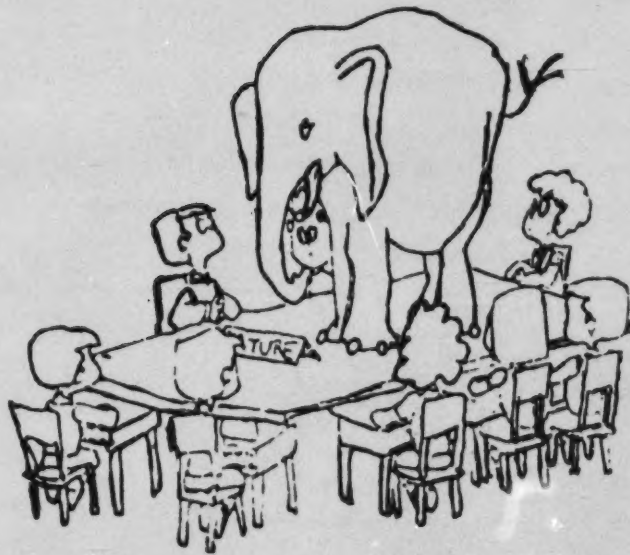
Learning Centers - A Multi-
Media Approach

(Distribute upon request. For
reinforcement purposes.)

(1 of 9)

LEARNING CENTERS

- A MULTI-MEDIA APPROACH



THIS WORKBOOK IS DESIGNED FOR USE
WITH THE AUDIO TAPE "LEARNING CENTERS"
PRODUCED BY THE EDUCATIONAL IMPROVEMENT
CENTER OF NORTHWEST NEW JERSEY.

LEARNING CENTERS

A LEARNING CENTER WILL HELP A CHANGE TO OCCUR IN A CHILD THROUGH LISTENING, LEARNING AND DOING.

A learning center is a location for student involvement. The learning center concept evolved from the interest centers of the 1960's. Concern was moving toward practical means by which teachers could appeal to the individuality of children: However, the uses of interest centers were limited -- they had no specific focus, no true beginning and no real end.

Today's learning centers provide the teacher with a viable means to meet the interests of the individual. Learning centers can be used in both open space or self-contained classrooms. A teacher can choose to use only a few learning centers or convert to a total learning center scheme.

These centers offer the child a choice of challenging and intriguing activities within the realm of the classroom. There are several different types of centers, and no one type is exclusive. In fact, often a center will incorporate two or more designs. And, the characteristics of the different types overlap.

TYPES OF LEARNING CENTERS

AN INVENTORY CENTER - is one used for short work periods. After a student has completed the objective, the teacher analyzes the work to determine what the operating level of the child seems to be, determines what level of work, and what type of activity will probably provide for most growth.

A PRESCRIPTIVE CENTER - is the logical outcome of the inventory center. It presumes a regular daily work pattern.

A SKILL DEVELOPMENT CENTER - is used to foster development of simple or complex skills through practice of them. Learning centers can utilize programmed learning materials, be designed by students or, be a cooperative student/teacher effort.

THE PROJECT CENTER - has as its focal point a project study guide which features a major problem and many sub-problems from which a student may select to work. The study guide contains a multi-level activity section.

WHAT MAKES A GOOD LEARNING CENTER?

When planning a Learning Center, ask yourself the following questions:

Does it contribute to the achievement of the purposes of the individual?

Is it open-ended so that individual creativity can be fostered?

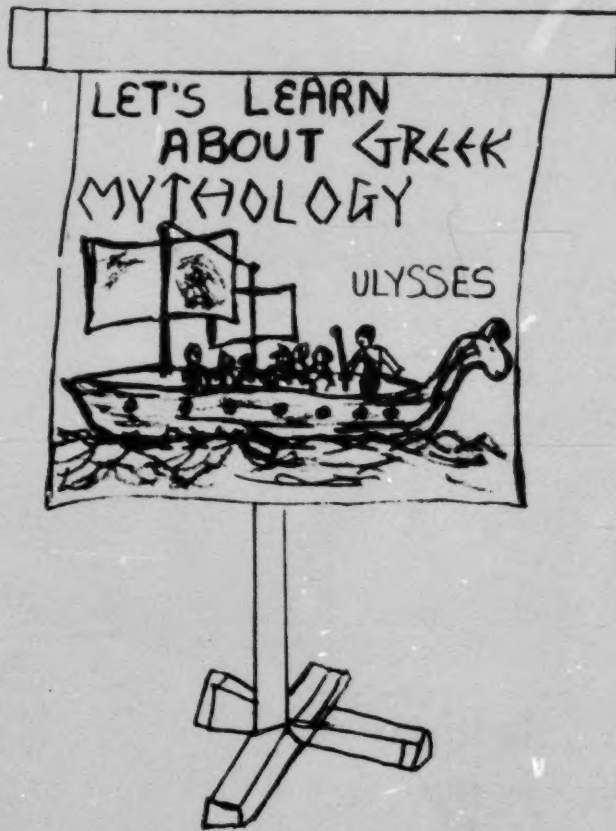
Does it provide opportunities that lead the child to compete with himself toward higher levels of learning?

Does it have practical time limits related to the child's developmental level?

Are the directions clearly stated?

Does it involve each child actively?

Will it provoke the child's interest?



wooden and cork cross stand



A variety of arrangements with filing cabinets and student tables can be contrived.



art easels

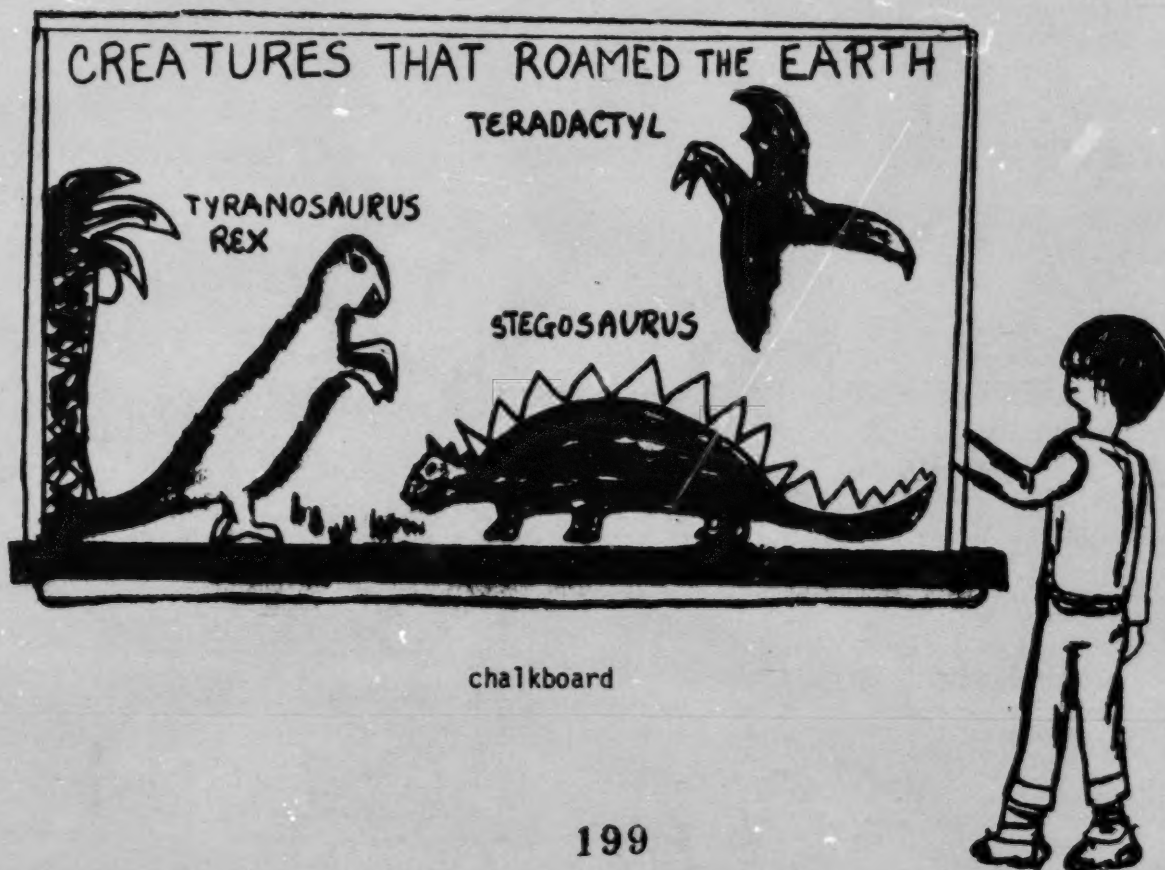
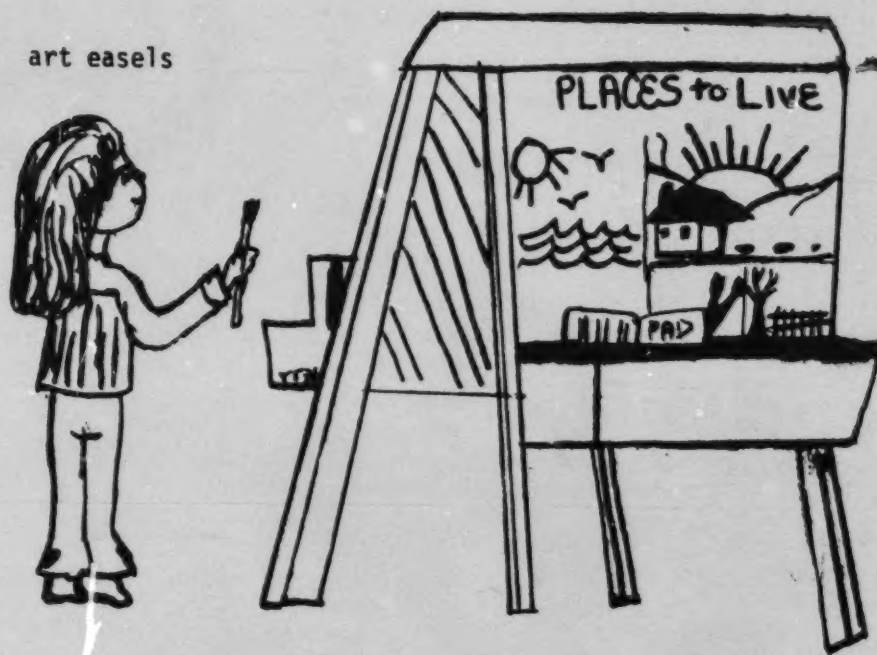
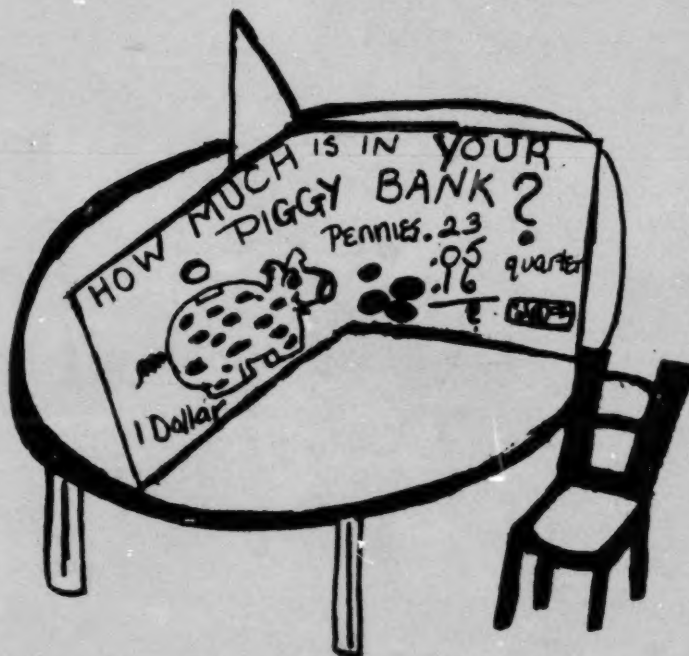
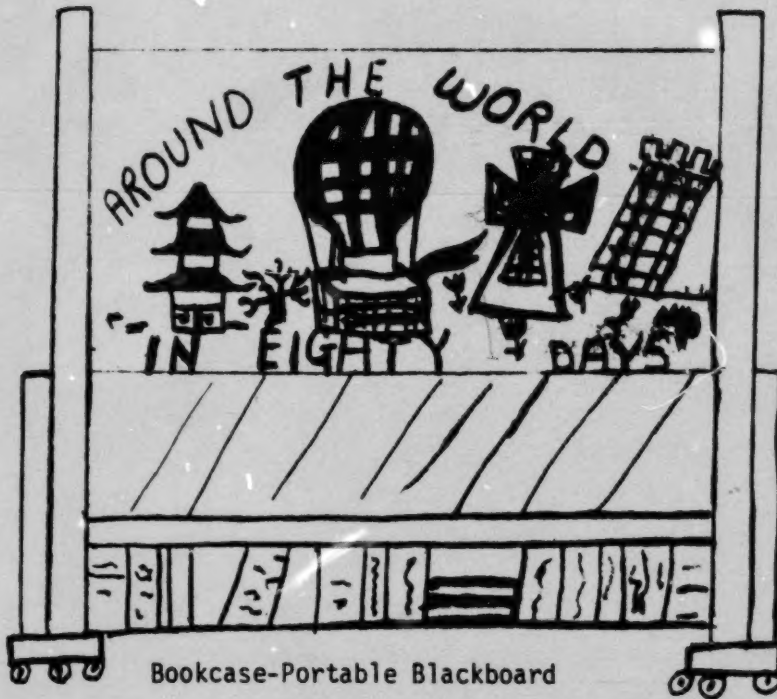




chart rack

portable
blackboard



the folding and pasting
of three sheets of paper
to construct a center
divider



Corrugated cardboard and student desks can be used in the middle of a room or in any area where it is impossible to construct a center near a wall.



The teacher's desk can be used as a screen area.

QUESTIONS TO ASK YOURSELF WHEN PLANNING A
LEARNING CENTER

- What is my objective/objectives - in behavioral terms?
- What activities will lead to attainment of this objective?
- Who will be using this center?
- What provisions have been made for students of different levels of ability or knowledge?
- Is this center to be used to gain new skills or practice incompletely acquired skills?
- How will the student be scheduled into the center?
- Will student choose the center or be required to work in it -- or both?
- What materials are needed?
 - To build the center -
 - To work in center -
- How is the center tied in to the rest of the curriculum?
- What is my means of evaluation --
 - Of individual work in the center?
 - Of the center itself?
- What means of record keeping will be used?
- Where will the center be located in the classroom?
- How long will the center be kept up?

WHERE CAN YOU GO FROM HERE...

Alexander, Cathy, "Learning Center Potpourri: A Handbook of Center Ideas," Cedar Knolls, N.J.: Educational Improvement Center of Northwest New Jersey, 1975.

This lively collection of teacher-made learning centers was developed during an eight-week in-service course by teachers from the Millburn and Roxbury, New Jersey school districts. Highly instructive and practical in its orientation, this handbook is a sound jumping off point for the teacher who is initiating the concept of centers in her/his room. Ideas cover a variety of disciplines and range from primary to junior-high grade levels. Some activities are specifically designed for special education.

Key issues which concern teachers in designing centers are treated in detail--classroom organization, types of centers, centers for the non-reader, scheduling, leveling activities, record-keeping and evaluation. Much of this collection's appeal is due to the fact that it was designed by teachers for teachers.

Forte, Imogene. Mary Ann Pangle, and Robbie Tupa. Center Stuff for Nooks, Crannies and Corners. Nashville, Tennessee: Incentive Publications, Inc., 1973.

Center Stuff for Nooks, Crannies and Corners, a treasure chest of ideas, is dedicated to teachers interested in using learning centers to open their classrooms for creative learning. It contains 75 perforated pages of materials designed for easy duplication.

Each of the learning centers presented contain performance objectives, a list of materials needed, procedures for implementation, student activity sheets (with options), and illustrations. They are organized into three categories: communication skills development centers, environmental studies centers, and quantitative studies centers. The 58 center ideas included are leveled according to difficulty in presentation of content and skill development.

Although teachers are welcome to replicate these sample centers, the authors hope teachers ultimately will creatively adapt the ideas to their own students' needs and interests. After teachers become comfortable with the center concept, they are urged to produce original centers that reflect their own goals. Because learning centers are a technique and not a specified program, they require personal input from the teacher and her/his students.

The last section in the book, entitled "A Very Practical Index," includes games, puzzles, quizzes, brain-teasers, student resource books, and other helpful hints.

Hostetler, Peggy, and Mary Lou Carpenter. "The Station Method," Theory Into Practice, XII (October 1973), 251-53.

The learning center or "station" can be viewed as an effective way to provide physical stimuli for creative development. As such, its advantages include:

- 1) small group instruction and peer relationships are facilitated by varied physical arrangements;
- 2) children are exposed to a variety of experiences and materials;
- 3) classroom space is used creatively to form a comfortable environment to listen, to read, to make, etc.
- 4) materials and tools receive maximum usage;
- 5) the method lends itself to performance-based objective teaching.

Use this article to point out the pluses of learning centers.

"Kindergarten Learning Centers," Bellvue Public Schools, Bellvue, Washington, 1971.

This booklet is designed for the kindergarten teacher who has had little or no experience with learning centers, as well as for the teacher who is experienced in this technique and is looking for fresh ideas.

Clearly written and illustrated, the manual explains ways to organize the room, the time, and the day. Guidelines for implementation are suggested. Most helpful, however, are the center ideas on topics such as reading readiness, visual discrimination, visual-motor skills, colors, numbers, and sounds. All activities are leveled for varying abilities.

Marshall, Kim. "The Learning Station Way," Learning (September 1973), 34-39.

"After an almost totally disastrous first year at the King School in Boston, I discovered learning stations in summer school and decided to try them in my sixth grade class in the fall of 1970." On this note, Kim Marshall introduces an intimate article that teachers will find warm, humorous, serious, and challenging. Her personal narrative of her efforts to find an effective teaching strategy to meet the needs of the children in her classroom illustrates the highs and lows of implementing change.

Her first step involved rearranging the furniture and developing seven stations (centers). Students circulated around the room, stopping at each station to complete a worksheet. The results

were extremely positive. Teacher time was freed to work with individuals and small groups. Despite the fact that the worksheets were difficult, students found they were often fun to do and they knew there would never be more than seven. The kids enjoyed the freedom and discipline problems were minimal.

From this initial attempt, the learning station method was adapted and expanded. After three years of experience, Ms. Marshall views her beginning plan as "mere sugar-coating on the poisoned apple of conventional education." There were no real choices and those students who quickly finished their worksheets developed an "I've-done-my-work-so-why-should-I-do-anything?" attitude. How these problems were resolved forms the jist of the first-hand, forthright account.

Underkoffler, Caroline E. and Staff. A Challenge for Change: Interning for Learning. Cape May County Court House, New Jersey: Interning for Learning, ESEA Title III, 1973.

This booklet is designed to aid teachers in understanding the learning station/center concept as it developed within this ESEA Title III project. The concept, however, is applicable for adaptation to other programs.

Practical ideas and suggestions, clearly written and illustrated for easy implementation, compose the core of the booklet. These "how-to-do-it" techniques are derived from a philosophy that is expressed in five belief statements that reflect the attitudes of the program developers toward children.

Ways to physically arrange and organize the classroom, to create a climate conducive to learning, to group students, and to evaluate progress are discussed in detail. Various types of centers and center ideas are carefully explained. Throughout the booklet are tips that actually work in helping to create a learning environment that is responsive to the needs and interests of children.

Voight, Ralph Calude. "Survival Kit #1: A Learning Center Teaching Method," Bethesda, Maryland: Woodmont Publishers, 1969.

Like other references in this section, this survival kit covers the "what-why-how" of implementing centers in the classroom. It is resourceful especially in the section which includes child-tested centers.

It is interesting to discover that the center concept has expanded in recent years to imply: certain characteristics of the teacher; an enlarged learning environment; greater independence for the learner; and revised physical arrangements.

Williams, Lois, E. "Independent Learning in the Elementary School Classroom," Washington: American Association of Elementary-Kindergarten-Nursery Educators, 1972.

Ms. Williams suggests that the organization of listening, reading, and writing centers is a way to develop independence in children. In a few pages, she lists concrete ideas ranging from furniture arrangement to stimulating curriculum topics which are adaptable to any school setting.

TEAM TEACHING

TEAM TEACHING

DEFINITION:

A planned, cooperative effort by two or more teachers, team teaching allows for teachers to draw upon or capitalize on each other's strengths. While it facilitates flexible grouping patterns and gives students the opportunity to share teachers, its real value is the resultant attitude or spirit of collaborative decision-making. As team members work through common goals, close peer relationships are formed and this directly affects the teaching-learning situation.

PURPOSE:

This activity is designed to:

- increase awareness of team teaching as a process;
- provide the opportunity to identify needs with respect to the implementation of team teaching efforts.

OBJECTIVES:

Having viewed the film, participants:

- 1) will be able to identify the following major characteristics of team teaching -- team planning, team responsibilities, individual responsibilities, group decision-making, and willingness, openness, and trust among team members;
- 2) will generate a list of "necessary ingredients for team teaching as they apply to your school at present."

TIME:

1-1/2 hours

MATERIALS:

16 mm projector
Screen
Newsprint
Markers

Film: "Team Teaching in the Elementary School"
(I/D/E/A, 22 mins., color)

Handout I - "The Teacher's Role" (p. 313)

Handout II - "Team Decision-Making" (p. 315)

Handout III - (p. 317)

STIMULUS:

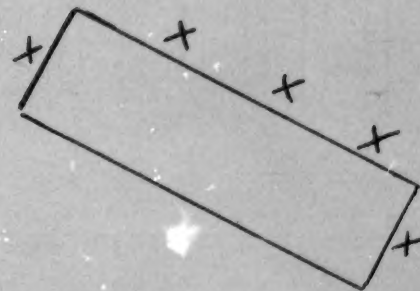
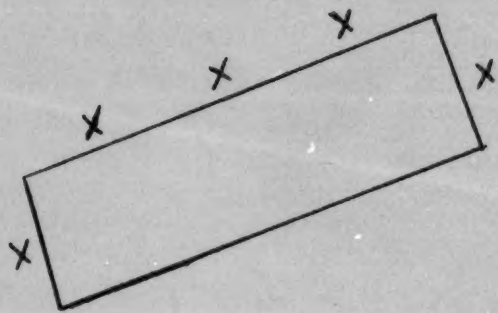
Team Teaching in the Elementary School (I/D/E/A, 22 minutes, color)

Some may find this film overly simplistic. Others may be put off by the modern, open plan school with its carpeting and modular furniture. Yet we find this an appropriate stimulus to help teachers consider the implications of teaming. It is general enough in content as it communicates its central message -- at the heart of teaming is the spirit of co-operative planning and open communication. No longer physically isolated from each other, teachers interact in friendly, supportive manners as they share children in flexible grouping patterns.

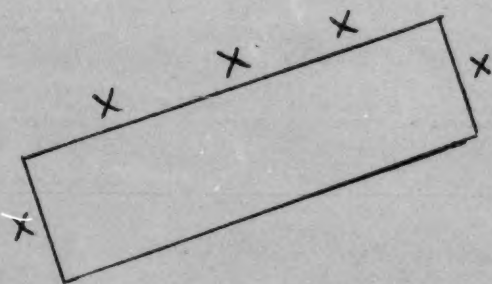
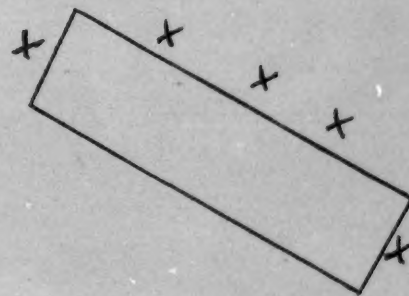
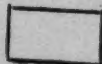
Teacher-narrators discuss their teaching methods, the advantages of teaming and the positive learning atmosphere. We eavesdrop on a team planning session and witness the ways in which responsibilities are shared and how individual students' needs can be more easily attended to. Back in the class space, we see children teaching each other, as well as working with more than one adult during the school day. Teachers, through the use of anecdotes, share their personal impressions about team teaching. As the film closes, viewers feel as if they had been on a "visitation" and had spoken with enthusiastic, self-satisfied teachers.

ROOM ARRANGEMENTS: Five or six participants to a table

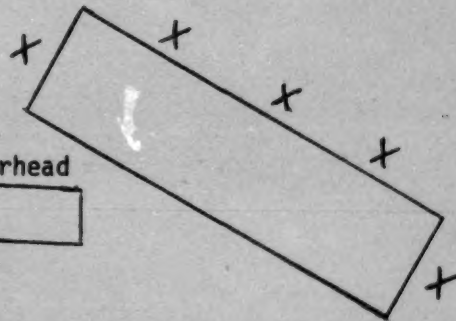
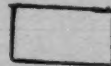
ROOM ARRANGEMENT



PROJECTOR



Overhead



Screen

PROCEDURES

NOTES

1. Introduce team teaching (see Definition, (p. 303).
2. Show Film: "Team Teaching in the Elementary School" (see Stimulus, (p. 304).
3. Upon completion of film viewing, ask participants to share one word with the entire group as to their feelings about the film, merely accept the word. Do not comment on it. Hear from everyone.
4. Prepare the group brainstorming session. Ask participants to think about their present situations in teaching their own staff, children, etc. as the time basis.

Write the following beginning phrase to be completed by the brainstorming activity:
 "The basic ingredients I/we need to begin planning team teaching approaches are..."
 (8 minutes maximum)

OR

Divide the group in halves or thirds and have small groups do their own brainstorming. If this method preferred, have one person in each group record items on newsprint and post in front of room.

Brainstorming rule should be reinforced:

- a. *Each participant is encouraged to call out his thought or suggestion as soon as an opening (group silence) presents itself.*

PROCEDURES	NOTES
b. <i>The group is reminded to focus or concentrate on specific topic, question or issue before the group- and on nothing else.</i> c. <i>No analysis, editorial comment, negative criticism or "put downs" are permitted.</i> d. <i>All suggestions and ideas pertaining to the topic are written whether they seem realistic or "far out."</i> <i>(Dunn and Dunn, 1972)</i> 5. Now go back to each word/phrase recorded and ask each contributor to clarify, elaborate, etc. on his/her contribution. 6. Search, with the large group, for relationships, overlaps, etc. Recasting the items is permissible; avoid eliminating any original contribution. 7. Announce that this list will be distributed to the entire staff during the next few days. Those who wish to pursue this further without making firm commitments may plan a meeting to explore alternatives. Your role is to support this activity by planning the time, date, and place of this second meeting and to be available if interested staff members wish you to participate. <i>We recognize that circumstances or needs will vary and that this is one of many alternatives to be considered.</i> 8. Distribute Handout I- "The Teacher's Role" (p. 313). Handout II - Team Decision-Making" (p. 315) to all participants. No summing up is required at this point.	

PROCEDURES

9. Handout III (p. 317) may be used for follow-up discussion with interested staff members. It may also be made into a transparency for a subsequent faculty meeting at which small groups can work on the advantages and disadvantages of each alternative.

NOTES

THE TEACHER'S ROLE

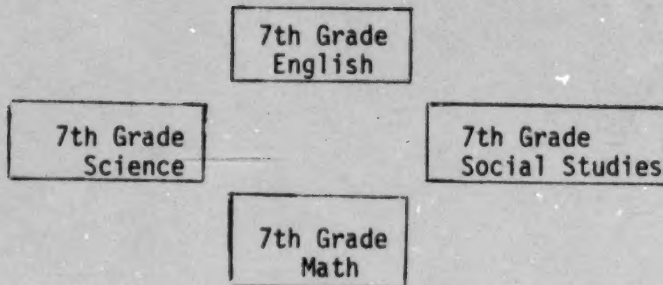
Teaching in teams includes the whole spectrum of instruction:

1. Determining content
2. Establishing objectives
3. Assessing or diagnosing each child
4. Selecting student activities
5. Selecting materials, media, and supplies
6. Selecting from an array of methods including lecture, small-group discussion, project activities, assigning independent activity, etc.
7. Grouping pupils
8. Frequently assessing their progress
9. Performing the above with active student participation
(The Unit Teacher guides the children's choices of materials, peer groups, activities. He/she is a sensitive listener and observer -- not an aloof dictator.)

TEAM DECISION MAKING

1. Assessment of the children is done by the whole staff.
2. Decisions based on that assessment are made by the staff with each teacher contributing his/her knowledge of the children and his/her particular competency.
3. The grouping and the regrouping of children, based on pre- and post-instructional assessment determined by the staff.
4. Group decision making leads to a wider choice of alternatives, higher quality decisions, and more effective implementation.

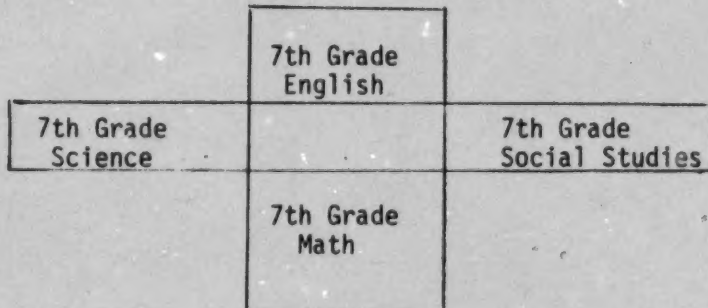
ACADEMIC TEAM

Resources

None

AdvantagesDisadvantages

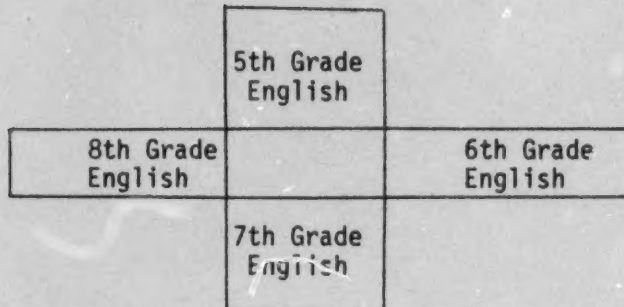
GRADE LEVEL TEAM

Resources

Music
Physical Ed.
Guidance
Librarian
Foreign Lang.
Reading
Art
Home Economics
Industrial Arts

AdvantagesDisadvantages

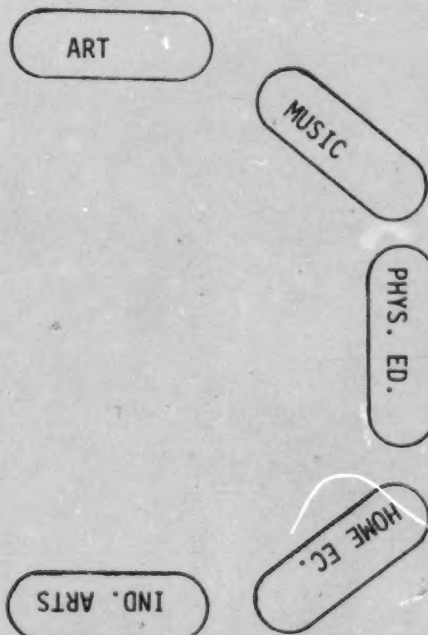
DEPARTMENTAL TEAM

Resources

Librarian
Guidance
Administration

AdvantagesDisadvantages

SPECIALTY TEAMS

Resources

None

AdvantagesDisadvantages

WHERE CAN YOU GO FROM HERE . . .

Anderson, Robert H. "How the Organization Can Make the School More Humanistic," National Elementary Principal. XLIX, 3 (January 1970), 6-13.

Although much of this article treats Anderson's well-known approaches of non-gradedness and grouping patterns, he points out five succinct requirements for effective team-teaching:

- 1) the team should determine the overall and daily objectives of its members;
- 2) daily plans of each teacher should be discussed with other members of the team;
- 3) teachers should be observed by other teachers;
- 4) evaluation should follow observation; and
- 5) there should be frequent meetings to discuss the students involved.

Colman, Clyde H., and Leon Budahl. "Necessary Ingredients for Good Team Teaching," NASSP Bulletin, 57 (January 1973), 41-46.

"Effective team teaching doesn't happen by chance; it is the result of careful planning." It is with this voice of caution that the author approaches the concept of team teaching." Although the article seems to emphasize limitations and negative aspects of teaming, it is in essence a summary of all the possible pitfalls that must be avoided to ensure successful operation. Some considerations are:

- 1) prepare thoroughly before engaging in team teaching;
- 2) select team members who possess specific qualities that contribute to team effort as well as to general instructional competence;
- 3) become informed on the current projects involving team teaching that are being tried throughout the nation;
- 4) during the planning phase of each unit, identify the precise role each member of the teaching team is to play.

"Cooperative Team Planning," Educational Improvement Center of Northwest New Jersey, Cedar Knolls, New Jersey: Humanizing and Individualizing Task Force (Summer 1973).

This is a step-by-step training package. The general objectives of activity are to create an awareness of the team approach to learning and to identify team and individual responsibilities in co-operative planning ventures. Participants (over twenty teachers and administrators) acquired the skills to implement group decision-making techniques and to generate ideas for planning team lessons.

Hollaway, Otto. "Problem-Centered Team Teaching," Educational Leadership, 27 (December 1970), ED 100 928.

As a cure to some of the inadequacies in a school system, the author proposes his concept of "problem-centered team teaching." Some of the characteristics of this concept are to educate the total child "intellectually, socially, emotionally, and physically;" to provide a "large range and variety of learning situations operating in the classroom simultaneously;" and for the teachers to "come to know each student as a distinct person." The team teaching approach allows for specialization in various subject matters, and for teachers to help one another so that they can all acquire knowledge in a variety of areas. Ideas for effective implementation of problem-centered team teaching at the elementary and secondary levels are explored.

Hunt, J.J., B.B. Berg, and A.F. McLean. "Individualization of Instruction: Team Teaching. Education Monograph No. 2," Missoula, Montana: Montana University (April 1970), ED 083 166.

Many see the concept of team teaching as a narrow "teach-with-the-teacher-next-door" issue. The concept is more than that. And Hunt, Berg, and McLean explore some other dimensions of the concept.

Dual team teaching, co-operative team teaching, departmental team teaching, the intradisciplinary team, symbiotic teams, interdisciplinary teams, and multivariuous teams are defined. This article helps one to realize the many possibilities which exist in that which we've labeled team teaching. Also included is the rationale of team teaching as a way to provide a functional, realistic approach to the learning process.

Klausmeier, Herbert J., Mary R. Quilling, Juanita S. Sorenson, Russell Way, and George R. Glasrud, Individually Guided Education and the Multi-Unit Elementary School: Guidelines for Implementation. Madison, Wisconsin: Wisconsin Research and Development Center for Cognitive Learning, 1971.

See Individually-Guided Education: Where Can You Go From Here. . .

Molnar, Sheila, R.F. "Teachers in Teams: Interaction, Influence and Autonomy." Stanford University, California: Stanford Center for Research and Development in Teaching (November 1971), ED 058 177.

This is a research report based on case histories of team-teaching activities in six schools. Interaction in the teaching team, team status structure, and teachers' perceptions of the team's decision-making authority were investigated as important dimensions of the team-teaching organization. The results are interesting and helpful to about-to-be teams. Interaction in team meetings is related to teachers' perceptions of their own influence and autonomy. The organization of teachers into teams that have decision-making responsibility has implications for the way teachers feel about their own impact on decisions made both within and outside of the teams. Furthermore, teaching teams do sometimes have balanced, or non-hierarchically differentiated status structures. The degree of balance in team structure is associated with the teacher's perception that she/he is influential and autonomous. It is possible, therefore, for a task group to have a status structure in which all members participate equally and perceive themselves as having substantial influence over the decisions made.

Olsen, Carl O., Jr. "Teaching Team in the Elementary School," Education, (April/May 1968), ED 100 928.

Olsen urges teachers and administrators involved in team-teaching programs to internalize his definition of the concept: "... instructional situations where two or more teachers, possessing complementary teaching skills, co-operatively plan and implement the instruction for a single group of students, using flexible grouping to meet the particular needs of the students." This definition can very well be used as a model statement for a team-planning session. Questions like: How can a team define "complementary" teaching skills? co-operative planning? flexible group? are sound starting points for such programs.

Other "musts" for a successful program are: the continual positive attitude of the school principal, the need for daily planning, the compatibility of team teachers (often overlooked in schools), the need for a team leader with specific responsibilities, aides and clerical support staffs. All members of the team have roles to play in scheduling methods, curriculum development, student evaluations, and the selection of instructional materials. "The secret of successful team teaching," he advised, "is intelligent selection of teachers and adequate daily planning."

"Team Teaching: An Annotated Bibliography." Marin County Public Schools, Corte Madera, California: Office of Education, Washington, D.C. (August 1971), ED 100 928.

This excellent annotated bibliography reviews selected literature focusing on the various aspects of team teaching in the public schools. Many of the articles are personal accounts of team teaching experiences and contain valuable recommendations for schools considering this method of staffing.

The resource material in the bibliography reflect several different types of teaming patterns that include the following categories:

- 1) interdisciplinary groupings of teachers with diversified specialties;
- 2) groupings of teachers with instructional aides, para-professionals, and volunteers;
- 3) teams focusing on specific subject areas and curriculum development; and
- 4) groupings of teachers and other specialized auxiliary personnel providing psychological, diagnostic, and/or curriculum experience.

This is perhaps one of the most practical and informative bibliographies on the subject.

"Three on Two Program: Administrative Guide and Implementation Handbook." Hawaii State Department of Education, Honolulu, Hawaii (August 1970), ED 004 673.

This complete, step-by-step program was designed to accommodate the concepts of individualized instruction through the team approach to teaching in the Hawaii schools. The 3 on 2 Program encompasses an organizational pattern for classes and personnel.

This one-of-a-kind document provides administrative guidelines and implementation suggestions in areas such as curriculum facilities, instructional strategies, in-service teacher workshops, student progress evaluation, promotion, counseling, home-school relations. In addition, an extensive bibliography includes sections on: Individualized Differences; Individualized Instruction; the Concept of Continuous, Individual Pupil Progress; and Guidance and Counseling. The charts, tables, and checklists are of high quality and most helpful.

Vaughn, John W. "Team Teaching: Initiating Teaming, Organizing Decision-Making Structures, Evaluating Team Teachers." Anaheim, California: National Association of Elementary School Principals Annual Convention (April 1974), ED 090 701.

Why consider organizing for team teaching? Vaughn reasons that Teaming is a step toward individualization and personalization of learning. Teaming encourages professional self-improvement among the staff and provides an organizational structure in which teachers have significant roles to play in the decision-making process of the school.

Formal training is necessary so that educators become more aware of new behaviors expected of them in team teaching and also acquire necessary skills. A school must re-clarify and re-organize the decision-making process. An interesting recommendation calls for voluntary peer evaluation whereby team members help each other become better teachers.

Wiles, Hilda L. "A Multi-Age Team Teaching Program," Educational Leadership, 29 (January 1972), 305-308.

This case history validates once again that a successful experience in team teaching can be measured by the close relationships of the teachers involved and the positive support of the administration.

In September 1969, three teachers and ninety randomly selected third, fourth, and fifth grade children participated in a unique three-year pilot program, Multi-Age Grouping To Individualize Instruction (MAGI). The three central goals of the MAGI teaching team were:

- 1) that each person develop increasingly positive perceptions of himself;
- 2) that each person not only use personal competencies to help teach someone else, but know that he can learn from someone else to become an effective lifelong learner;
- 3) that each person accept increasing responsibility for his own behavior and learning.

The teacher's role on the MAGI team was many faceted and responsibilities were carefully defined. After two years of operation, teachers felt frustrated by the lack of planning time and teacher aides, but, from an overall perspective, extremely positive and enthusiastic about the program.

OPEN OR INFORMAL CLASSROOM

OPEN OR INFORMAL CLASSROOM

DEFINITION:

Essentially, open education is not a technique or a model. It is more of an attitude -- one which is rooted in the belief that young children do learn effectively by first-hand experience and that they can be active agents in their own learning development.

Operationally, the following dimensions* bring the concept of open or informal class into focus:

Space - The use of space and movement of persons, materials, and equipment, is less routinized or fixed than in other settings.

Activities of children - The range of activities is wider, less fixed or bounded, more open-ended.

Locus of activity selection - Teacher/child - Children's activities are usually genuine pursuits and extensions rather than teacher selected.

Content or Topics - There is a wider and more open-ended range of topics and content than in traditional settings.

Teacher-child relationships - Interactions are initiated as often by the children as they are by the teacher. The teacher works with small groups as a facilitator, encourager, clarifier, etc.

Time - Time for specific teaching-learning activities is more flexible than in more formal settings.

*(Katz, 1973)

Such dimensions broadly define our use of the label -- open or informal classroom.

PURPOSE:

This activity is designed:

- to enable participants to learn about and to experience, as learners, open education as an alternative mode for individualizing.

OBJECTIVES:

Having participated in the experiences, teachers will be able to:

- 1) identify major components of the open classroom and the integrated curriculum;
- 2) identify their positions with respect to assumptions about learning and knowledge;
- 3) define at least ten elements to consider in planning an open classroom;
- 4) share perceptions as learners in an open classroom setting.

TIME:

2 hours 40 minutes

MATERIALS:

Overhead projector
Screen
Filmstrip projector
Cassette tape recorder
Transparency I - "Teaching-Learning Matrix" (p. 353)
Transparency II - "Elements for Consideration in Planning an Open Classroom" (p. 355)
Handout I - "Assumptions About Learning and Knowledge" (p. 347)
Filmstrip/Cassette Tape: "The Open Classroom - Organization and Management," (15 mins., color, I/D/E/A)
Materials for Alternative Activities (as listed) (pp. 343-346)

STIMULUS:

Filmstrip/Cassette Tape: "The Open Classroom - Organization and Arrangement," (15 mins., color), Dayton, Ohio: Institute for Development of Educational Activities.

Highly instructional in its focus, this filmstrip/cassette tape describes the type of classroom organization that contains:

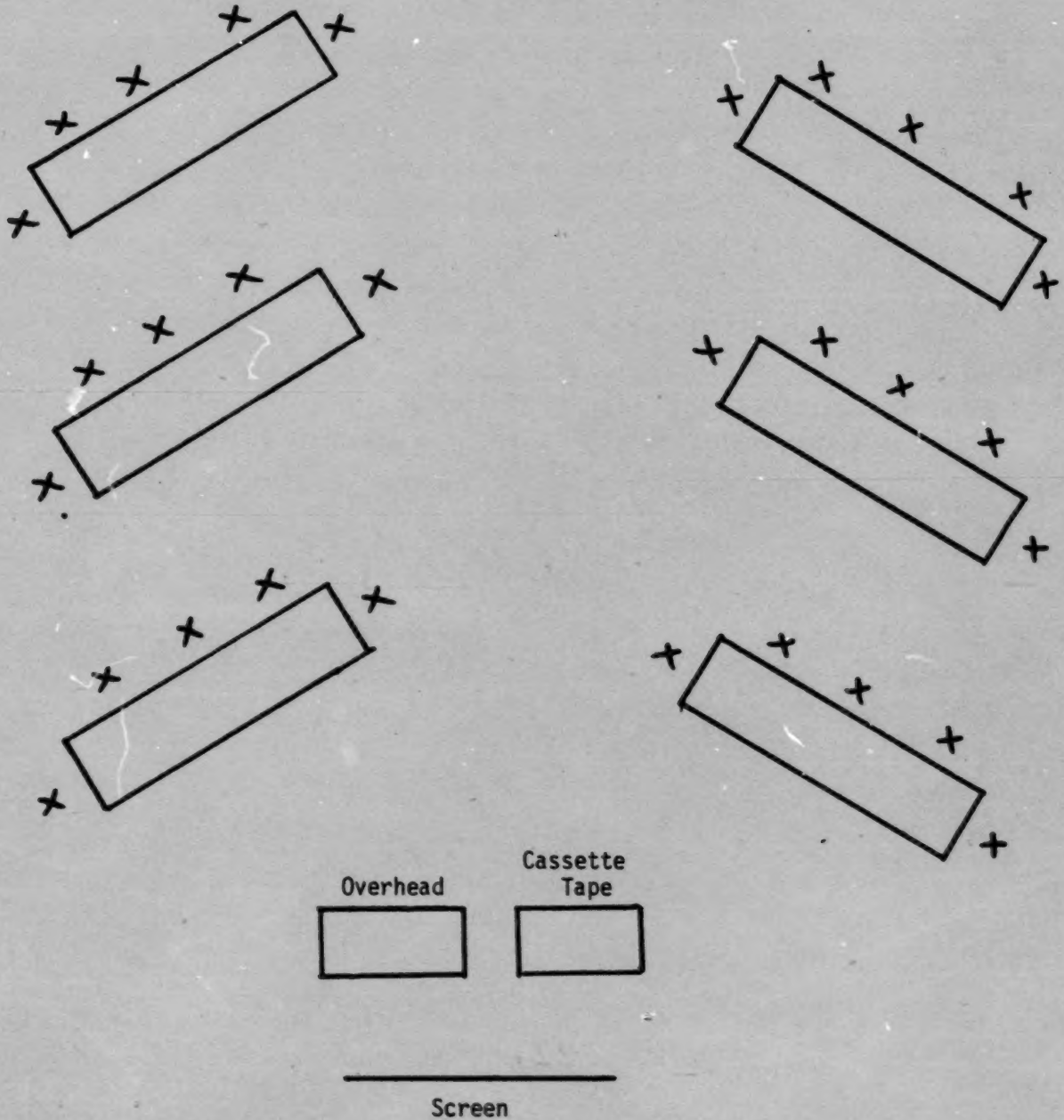
- a wide variety of activities occurring simultaneously
- multi-age grouping
- new concepts of student-teacher responsibilities and decision-making
- informal settings

The informal classroom is the result of careful planning and preparation. What appears to be rather free-wheeling is in actuality carefully structure. What the children learn, commonly called the curriculum, results from a planned environment, pleasing and useful displays, careful selection of materials, and carefully defined expectations. Special emphasis is placed on the necessity for good parent-teacher relations in order to maintain understanding and support of the methods employed in the informal classroom.

ROOM ARRANGEMENT:

- Part I - 5 or 6 participants per table
Part II - Open classroom design

ROOM ARRANGEMENT: Part I -- Five or six participants per table
Part II -- Open classroom design



PART II
SAMPLE ROOM ARRANGEMENT
OPEN CLASSROOM

CREATIVE
MEDIA

RUG
FOR CREATIVE
DRAMATICS

BOOKSHELVES OR
TABLE WITH "QUIET
READING" ARTICLES

MAKING
GAMES

MAKING
GREETING
CARDS

SPECIAL
INTEREST AREA

HAIKU

P
O
R
T
F
O
L
I
O

PROCEDURES	NOTES
1. Distribute Handout I - "Assumptions About Learning and Knowledge" (Barth, 1972), (p. 347). Explain to participants that their names need not be placed on the questionnaire and that the main purpose is to compile a group profile. That is, data will be tallied for the entire group. (10-15 minutes) 2. Using Transparency I - "Teaching Learning Matrix" (p. 353), conduct a lecturette.	
<i>The main purpose of using the matrix is to define open education by contrasting it to other methods. The lecturette need not be involved. First explain the two axes which represent the contribution and involvement of the child and of the teacher, ranging from high to low. Point out that some generalities will be made but they are necessary to create a backdrop. Start with Quadrant III - the state in which both teacher and child often are passively involved. The term "programmed learning" might be used -- the situation in which a child's primary interaction is with a machine. Emphasize that you are not condemning programmed learning as such but only when it is misused as a primary teaching mode.</i>	
<i>Now move to Quadrant II - the state in which a child might be fully involved but the teacher, passively. This may best be described by "free school" or "Summerhill". Sequence, structure, and the role of the teacher are ill-defined.</i>	
<i>Quadrant II may be labelled "Traditional" or "lecture-type teaching." The teacher is highly involved and is often the sole contributor. Quadrant I best defines the open classroom -- a place where both the child and teacher are contributors in a state of dynamic interaction.</i>	

PROCEDURES (Cont.)	NOTES
<i>Restate the labels given to the four "kinds" of teaching-learning interactions. Emphasize that this was not an "either-or" exercise -- that some stereotyping was used. As a final note, state that perhaps in actuality all four interactions, used in balance, are viable alternatives. Restate the purpose.</i> 3. Show filmstrip/cassette tape, "The Open Classroom - Organization and Management" (15 mins., color, I/D/E/A). 4. Review highlights (See STIMULUS description, p. 331). 5. Using Transparency II, "Elements for Consideration in Planning an Open Classroom" (p. 355) discuss 5-8 characteristics. Be certain to include independence, structured choice, the role of the teacher, and the integrated curriculum. 6. Using a "learning-by-doing" rationale as an introduction, advise participants that they will be asked to become learners in a simulated open classroom situation. You may wish to read the following: "During the next hour and a half, you are to assume the role of learners. We will work in an open classroom/integrated day setting where you will choose at least two activities in which to participate. Please give of yourself to the experience. We will reconvene later and share our perceptions." SEE ALTERNATIVE ACTIVITIES (pp. 343-346)	

PROCEDURES (Cont.)	NOTES
7. Lead participants to the open setting and introduce the five interest areas. <u>Explain specifically your expectations</u> and encourage full participation. Point out the options and goals. Emphasize that most of the choices are small-group activities. 8. Conduct the experience. Your role is non-directive. As facilitator, suggest, recommend, discuss, guide, etc.. Be sure to speak with every group during the session. Question, criticize, stimulate. 9. Reconvene. Have participants share products developed. Portfolios, Haiku, etc. should be displayed; tapes should be played. <u>This step is essential.</u> 10. Conduct a summary-discussion. <i>Use the following guide questions:</i> - <i>How did you feel during the experience in the open classroom?</i> - <i>What is the role of the teacher in such a situation?</i> - <i>What about the learner's responsibility for learning?</i> - <i>How did the group function?</i> - <i>What kind of planning went on?</i> - <i>Were the goals of the activity clear?</i> - <i>Was the group inter-dependent? co-operative? task-oriented?</i> - <i>How much sharing went on?</i> - <i>What were the learning outcomes of your experiences?</i> - <i>How do you feel about the way in which you learned?</i>	

PROCEDURE (Cont.)

NOTES

The following points should come out during the discussion:

- *The teacher in the open classroom is an active contributor and learner.*
- *The teacher easily speaks with each child and moves about a great deal.*
- *Each child is given responsibility. The teacher helps him recognize it and guides him to accepting it.*
- *The underlying planning in the open classroom is the real crux of the matter.*
- *Students learn to make real decisions.*
- *Sharing is natural in the open classroom.*
- *Many "subject matters" (e.g. science, English) lose their identity and become part of an integrated curriculum.*
- *Play and work are difficult to distinguish.*
- *The Self is the primary resource.*
- *Each child has the opportunity to succeed and can depend on others for support.*

11. *Conclude the session by asking each participant respond to the statement "I learned that ..." Accept responses and conclude with your final "I learned that ..." contribution.*

ALTERNATIVE ACTIVITIES (CHOOSE 4-5)

CREATIVE DRAMATICS

MATERIALS: None

PROCEDURES: All activities should be directed by a leader who will take the group through improvisational experiences dealing with body movement (gestures), speech, listening, role-playing, and other dramatic activities both individually, and in groups. The sequence of experiences should raise the participants' awareness of communications with self and others.

An alternative is to have available the adult Can of Squirms (See Role-Playing/Simulation section of this Handbook). Participants may choose 8-10 role-playing situations and conduct the session themselves.

FREE CHOICE READINGS

MATERIALS: Articles, books on Open Classroom (See "Where Can You Go From Here" section).

PROCEDURES: In ordinary situations appropriate children's materials on varied levels would be provided. For this simulation experience, participants may select from five different readings (articles) on the open classroom. Participants are to be encouraged to spend time quietly reading and discussing. Choice and exchange are the name of this game.

CREATIVE PORTFOLIOS

MATERIALS: Glue, scissors, magazines, old photos, crayons, tape, paint, junk --

PROCEDURES: In groups of five, they are to select a theme and create group portfolios to be displayed later. Encourage them to use "junk" -- straws, blades of grass, plastic packing, wood shavings, corrugated, scraps of materials.

As a model, have available A Day Dream I Had at Night (National Council of Teachers of English, 1971). They should stretch their imaginations in this activity.

CREATIVITY AND MEDIA

MATERIALS: Phonograph, assorted recordings, cassette tape recorder, tapes, Schwartz's Sounds of Children.

PROCEDURES: Participants are to listen to the first band of Tony Schwartz's Sounds of Children in which children respond by defining their concept of God. Using this as a model, the group should form subgroups, choose some universal topics/subjects (e.g., love, peace, beauty, death) and create an audio-cassette composition similar to that on the recording. The use of records, singing, etc. should be encouraged. By the end of the period, each group should have a taped composition.

MAKING GAMES

MATERIALS: "Makeagames: 10 Teaching Games You Can Construct" by Fran Colberg (San Rafael, California: Academic Therapy Publications, 1974) Felt pens, glue, plastic sheets, poster board, tape.

PROCEDURES: This is a packet of ten learning games. Black and white drawings of the gameboard are provided. Participants must do the rest -- make up the game, design the board, plan the rules, etc.

MAKING GREETING CARDS

MATERIALS: Paper stock, paper cutter, tempera paints, can lids, pears, potatoes, pieces of sponge, nails, kitchen knife, etc.

PROCEDURES: Participants should experiment with different vegetables, fruits, etc. and design greeting cards. Messages, short poetry, etc. should be included.

HAIKU - JAPANESE PAINT

MATERIALS: A book or two of Haiku poetry, pencils, paper, tins of water-color, brushes, painting paper, water, tins, paper towels and sponges.

PROCEDURES: Present models of Haiku and have the group choose a common theme. Each participant should create his/her own Haiku poem and then illustrate poem using paints. Group may then arrange a display.

SPECIAL INTEREST AREA

MATERIALS: An object (living or non-living) of special interest. For example, this object may be a log with fringe growing on it, a hamster in a cage, a few interesting rocks, etc.).

PROCEDURES: Participants are to discuss the "teaching possibilities" this object offers. Using the objectives format, they are to list "learning" outcomes for themselves which integrate at least three disciplines.

Example: Using the log and fringe as a stimulus, they can articulate outcomes in social sciences (where did it come from?); in science (how was it formed?); and poetry (how does it inspire us?).

See "Where Can You Go From Here" section for more alternative activities.

ASSUMPTIONS ABOUT LEARNING AND KNOWLEDGE

Instructions: Make a mark somewhere along each line which best represents your own feelings about each statement.

Example: School serves the wishes and needs of adults better than it does the wishes and needs of children.

✓
Strongly Agree No strong Disagree Strongly
agree feeling disagree

I. ASSUMPTIONS ABOUT CHILDREN'S LEARNING

Motivation

Assumption 1: Children are innately curious and will explore their environment without adult intervention.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 2: Exploratory behavior is self-perpetuating.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Conditions for Learning

Assumption 3: The child will display natural exploratory behavior if he is not threatened.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 4: Confidence in self is highly related to capacity for learning and for making important choices affecting one's learning.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 5: Active exploration in a rich environment, offering a wide array of manipulative materials, will facilitate children's learning.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 6: Play is not distinguished from work as the predominant mode of learning in early childhood.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 7: Children have both the competence and the right to make significant decisions concerning their own learning.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 8: Children will be likely to learn if they are given considerable choice in the selection of the materials they wish to work with and in the choice of questions they wish to pursue with respect to those materials.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 9: Given the opportunity, children will choose to engage in activities which will be of high interest to them.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 10: If a child is fully involved in and is having fun with an activity, learning is taking place.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Social Learning

Assumption 11: When two or more children are interested in exploring the same problem or the same materials, they will often choose to collaborate in some way.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 12: When a child learns something which is important to him, he will wish to share it with others.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Intellectual Development

Assumption 13: Concept formation proceeds very slowly.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 14: Children learn and develop intellectually not only at their own rate but in their own style.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 15: Children pass through similar stages of intellectual development, each in his own way and at his own rate and in his own time.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 16: Intellectual growth and development take place through a sequence of concrete experiences followed by abstractions.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 17: Verbal abstractions should follow direct experience with objects and ideas, not precede them or substitute for them.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 18: The preferred source of verification for a child's solution to a problem comes through the materials he is working with.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 19: Errors are necessarily a part of the learning process; they are to be expected and even desired, for they contain information essential for further learning.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 20: Those qualities of a person's learning which can be carefully measured are not necessarily the most important.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 21: Objective measures of performance may have a negative effect upon learning.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 22: Learning is best assessed intuitively, by direct observation.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 23: The best way of evaluating the effect of the school experience on the child is to observe him over a long period of time.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 24: The best measure of a child's work is his work.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

II. ASSUMPTIONS ABOUT KNOWLEDGE

Assumption 25: The quality of being is more important than the quality of knowing; knowledge is a means of education, not its end. The final test of an education is what a man is, not what he knows.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 26: Knowledge is a function of one's personal integration and will vary uniquely for the individual from class to class and from school to school. As a result, knowledge does not fall into neatly separate categories or disciplines which are the same for everyone.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 27: The structure of knowledge is personal and idiosyncratic; it is a function of the synthesis of each individual's experience with the world.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 28: Little or no knowledge exists which it is essential for everyone to acquire.

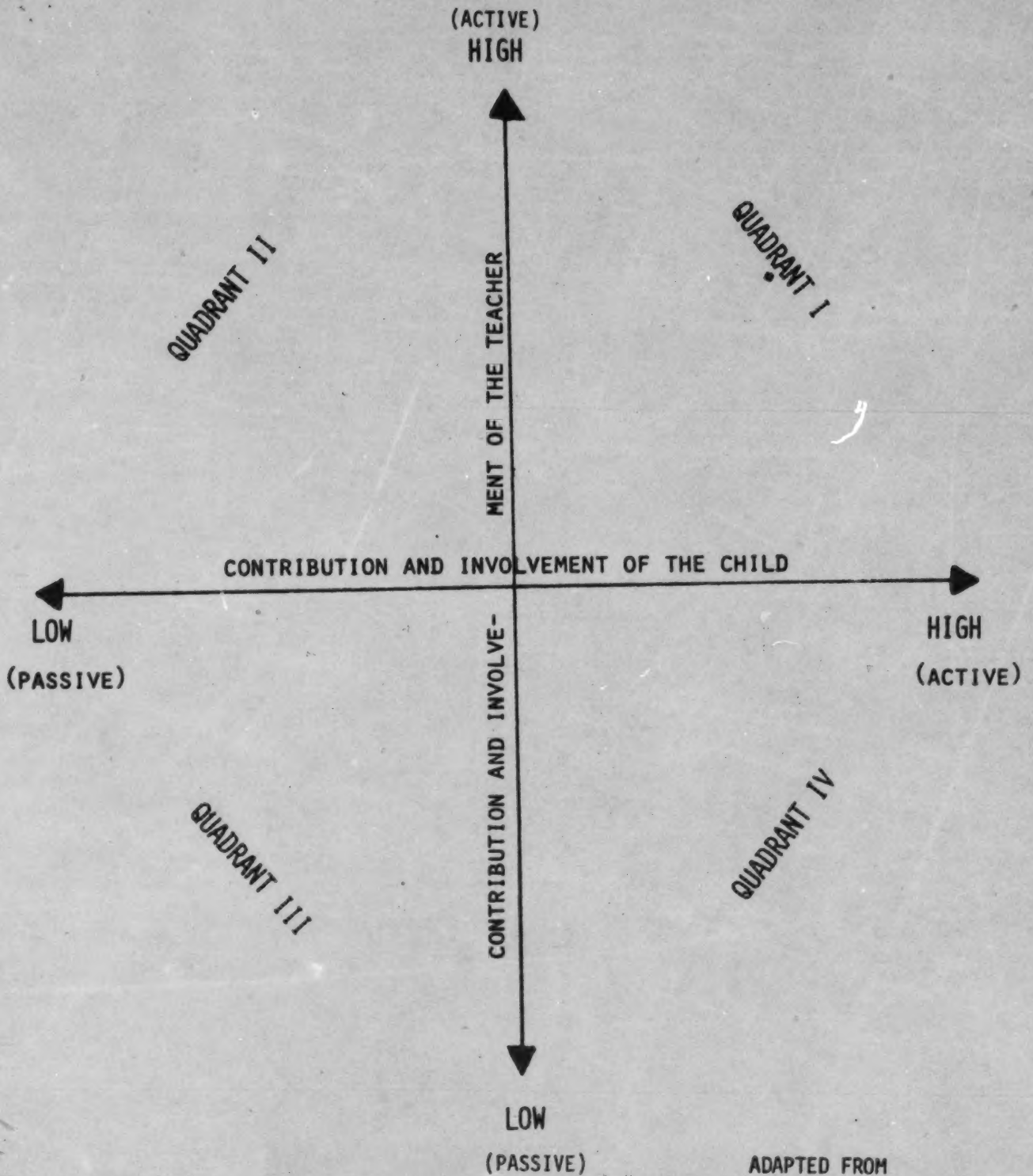
Strongly Agree No strong Disagree Strongly
agree feeling disagree

Assumption 29: It is possible, even likely, that an individual may learn and possess knowledge of a phenomenon and yet be unable to display it publicly. Knowledge resides with the knower, not in its public expression.

Strongly Agree No strong Disagree Strongly
agree feeling disagree

TEACHING - LEARNING MATRIX

"Teaching-Learning Matrix"



ADAPTED FROM
ROLAND BARTH'S RESEARCH

ELEMENTS FOR CONSIDERATION IN PLANNING AN
OPEN CLASSROOM

- THE ROLE OF THE TEACHER
- INTEREST CENTERS
- ACTIVITIES AND MATERIALS
- GROUP ACTIVITIES
- TEACHER -- STUDENT PLANNING
- CLASSROOM ORGANIZATION AND PLAN
- TEACHER'S DIRECTION AND INVOLVEMENT
- THE INTEGRATED CURRICULUM
- THE CONCEPT OF CHOICE
- DISPLAY OF CLASSWORK
- DEVELOPMENT OF LANGUAGE AND MOVEMENT
- THE TOTAL PROCESS OF LANGUAGE ACQUISITION
- SPACE
- INDIVIDUALS AND GROUPS
- HELPING ENCOURAGE INDEPENDENCE
- DEVELOPING AN INTEGRATED DAY
- CHILD INITIATED ACTIVITIES
- PLAY AND WORK

WHERE CAN YOU GO FROM HERE . . .

Barth, Roland. Open Education and the American School. New York: Agathon Press, 1972.

Part I of Barth's work synthesizes theoretical assumptions about learning and knowledge underlying open education. The assumptions are a result of Barth's research in England and America. They are most useful in providing a framework for the informal classroom and also articulating characteristics of the teacher in open education.

A case study of an open American school comprises the second section of the book. Although the attempt itself failed, Barth identified important issues, contradictions, and implications which are useful to the reader. An added dimension evolves out of the case study -- the role of the administrator in an open school. This has particular significance.

Open Education and the American School is readable and practical in presenting the theory and implications of open education. Its rareness lies in the fact that it isolates specific learning assumptions which are fundamental to the process.

Barth, Roland. "Workbooks and Gerbils," Childhood Education, 49, 4 (January 1973), 175-179.

Parents must play an important role in educational experiences. Barth is concerned with exploring this role and how the behavior of a school administrator supports it. For example, how does an administrator respond to the parent who demands a more teacher-directed classroom? Four realistic options are identified. A second dimension of the article defines the role of the principal in a school with many kinds of classrooms. He must be someone who supports each teacher to evolve the best teaching style for himself; someone who is available to " ... encourage mature, humane, reflective, sensitive, resourceful qualities." Specific role behaviors are necessary for the administrator to acquire.

The only viable alternative is one which recognizes that "... only when many different forms of education exist at the same time in the same place will teachers, parents, and administrators confront competing ideas and methods on their own merits and really begin to examine and question what they are doing and why."

Brearly, Molly, R., Bott, M.P. Davies, M.C. Glynne-Hones, E.M. Hitchfield, J.E.L. Johnson, and J.R. Tamburini. The Teaching of Young Children: Some Applications of Piaget's Learning Theory. New York: Shocken Books, 1970.

The basic premise of this primer on learning theory is that "... the main work of the school is surely the fostering and developing of mental life, enabling children to experience more full and consciously all that life has to offer." To this end, each chapter (e.g. "Art," "Movement," "Music," "Literature," etc.) defines and traces the developmental learning pattern of children, states the learning opportunities which teachers should provide, and relates each mode to the wholeness of the life of the child. The child is the focus, -- apparatus, programs, methods are secondary. How he develops ideas, expresses moods and feelings, and moves from egocentricity to co-operation are key issues. What opportunities do we as teachers provide for these developments to occur? Why should we structure the environment? Why and how should we facilitate this "structured learning?" This scholarly work responds to these questions.

This book speaks specifically to the threefold role of the teacher: "... it is the role of a provider of material and stimuli as well as of a 'climate' which allows for individual and social growth, of a mediator of experience who looks on every aspect of children's living as a means of learning and of a teacher, whose professional knowledge and skill enables her to teach at the moment of willingness and ability to learn." And this is why we need to know for example-- why the two six year old girls, playing music side by side, were unaware of each other's music and in no way worked together -- why it is important for children in movement to rush and roar as the wind, -- why children, unable to write easily, be allowed to dictate to an adult.

If you want to read about some basic foundations of open classroom or informal learning, read this selection.

Featherstone, Joseph. "The Primary School Revolution in Britain," A Pitman, New Republic Reprint, New York: The New Republic, 1967.

Featherstone's study continues to appear in most bibliographies on open education. "Schools for Children" (Part I) romantically describes the busy world of British infant and junior schools with clusters of children "making," "doing projects," "reading noisily," "figuring out their maths," and teachers orchestrating a range of activities all going on simultaneously. A child learns to read from a range of reading schemes -- whatever seems to work for him. He writes voraciously and persistently asks "Teacher" for a word entry in his own private dictionary. Others are in the Wendy House (play house) "dressing up"; some are making puppets; -- others heatedly trying to make an electric

light "work," and on and on. The role of the teacher is unique -- she is a facilitator, a guide, intimately involved with each child, with each group in an informal, electric environment.

"How Children Learn" (Part II) traces the reform in infant and junior schools partly resulting from the famous Plowden Committee's Report. Curriculum reforms (Nuffield and Schools Council Projects), and practical application of such theorists as Bruner, Piaget, Susan Isaacs also contribute to the "movement" in such counties as Leicestershire and Oxfordshire. Rote learning is replaced by an experienced based approach. Children explore, experiment-play if you will--and are intrigued by the mysteries of their world. This is learning readiness! (This reviewer's six year-old, having lived it for a year, can attest to this.)

The third section, "Teaching Children to Think," relates the British experience to American schools, raises questions, and overstates the comparison. Clear parallels exist between the untried American progressive movement and the primary school revolution in Britain. The change process is peculiar to each culture. Featherstone concludes with suggesting that perhaps America should begin this change on a small scale like the tiny number of pioneering infant schools. One thing is certain -- the locus of the primary movement is the teacher in a classroom full of children!

Flurry, Ruth. "Open Education: How to Get There If You Want To Go," Childhood Education, 49 (May 1973), 416-420.

The main purpose of this article is not to emphasize so much the pitfalls of open education, but "... to counteract an advertisement - conditioned gullibility to the glowing report, and the American mind-set to glorify this years model ... Americans tend to seek models, packages, prescriptions and, despite a history of disillusionment, tend to view them as prospective panaceas." Flurry attempts to analyze certain cultural differences which exist in British infant schools and American classrooms and in so doing, moves into the area of change theory.

Open education can be blocked here if we're not careful. One block would be an attempt to change by mandate -- the all too common "by-next-January-we-will-have-an-open-education-school" order! Another obstacle is change by motivation. Schools often respond to attacks by swinging to an extreme. And then there is the Band-aid approach to change. Flurry urges us to consider long-range planning strategies, planned change, a continuing process of self-renewal. When these become American mind-sets, then open education can become the exciting journey we can't afford to overlook.

Gatewood, Thomas. "How Effective Are Open Classrooms? A Review of the Research," Childhood Education, 51 (January 1975), 170-176.

Gatewood's review of open education research is one of the most recent available at this writing. A section "Defining Open Education" historically traces attempts to isolate characteristics which define the controversial movement. The eight themes identified by Walberg and Thomas (1972) and the assumptions of Roland Barth (1971) remain central to the research. "Evaluating Open Classrooms" includes three subsections which list supportive studies of significant differences, non-supportive studies, and those which show no significant differences. The implications and precautions suggest that one be careful in accepting open classroom claims and that research be interpreted with care. A final note of optimism suggests, "Until the research proves otherwise, faith and intuition will suffice as reasons enough for classroom teachers to continue to experiment with greater openness in their classrooms."

This review of the research is up-to-date and comprehensive. The data will not decide for you whether or not the process is appropriate, but will provide you with a clearer understanding of what it is and how controversial are the evaluation results.

Hassett, Joseph, and Arlene Weisberg. Open Education: Alternatives Within Our Tradition. Englewood-Cliffs, New Jersey: Prentice-Hall, 1972.

This is a purposive case-study of the Wave Hill Environmental Education Program, an urban open-education project specifically designed to meet the needs of New York City children. Salient features of the method are:

- 1) it capitalizes each child's curiosity and desire to learn about things that interest him;
- 2) it encourages the child toward inventive activity with whatever interests him at his own level of development;
- 3) it is an interdisciplinary approach;
- 4) the teacher does not teach the whole class as a group;
- 5) the teacher introduces a number of materials from nature, such as animals, plants, etc.;
- 6) it emphasizes the importance and effect of the environment on the child.

Each chapter presents one aspect of the program. Sections on the role of the teacher -- as the greatest single resource in the classroom, the support and involvement of the community, the issue of determining what actually turns children on, the social environment, the instructional environment, etc. give the reader a great deal of insight into the program.

Although this is not essentially a "how-to" book, its value lies in the voice of encouragement which one reads between the lines of the narrative. Its final message gives it all away -- "with an ample share of the Scarecrow's brain, the Tinman's heart, and the Lion's courage (and this book), (a) teacher need not be afraid to begin or to fail. The brain will help him to operate, the heart will carry him through, and the courage will enable him to turn success into failure."

Informal Schools in Britain Today. 23 volumes. New York: Citation Press, 197.

This series of 23 paperbound booklets continue to be the best descriptors of the British experience with open or informal education. Using reportorial and interviewing approaches, as well as photographic essays, the series presents cogent statements about the British educational philosophy, school organization, curriculum projects, a pupil's day, the role of the headteacher, etc. Featherstone, who writes the "Introduction," explains that these are not "how-to" manuals but "... invitations to begin rethinking a philosophy of education... an alternative approach which ... seems on balance closer than formal methods to what we know about children and the nature of the learning process."

If you want to gain intimate knowledge about how the concept works in British infant and junior schools, read this series. Bear in mind, however, cultural differences exist and, although it is often difficult not to, keep the two distinct as you enjoy this series.

"Open Education at EDC" (Films and Publications), Newton, Massachusetts: Education Development Center, 1972.

For the last decade, Education Development Center has assumed a lead role in gathering and distributing informative materials (catalogs, kits, newsletters, etc.) on open education. The catalog reviewed here lists films which explore open classrooms both in England and America, as well as convey instructional messages. "Infants School" (black and white, 32 minutes) presents a typical day in a London School visited by Lillian Weber. The movie was filmed in one day with no rehearsal, staging, or direction. "A Small Things Classroom" (25 minutes, black and white) shows a small group of children developing skills and ideas as they work with science materials. The publications listed are of high-calibre, low-cost and are ideal for placing in a school staff room.

Rathbone, Charles, ed. Open Education: The Informal Classroom. New York: Citation Press, 1971.

This collection of essays on open education is an excellent exposition of some descriptions of open settings, some theoretical assumptions and teaching practices. The focus of the book is the British informal classroom. Observations of William Hull ("Leicestershire Revisited") and Anthony Kallet ("Two Classrooms") give the reader a personal view of the goings-on in British infant school classrooms while pieces by such contributors as David Hawkins ("I-Thou-It") provide theoretical backdrops. Rathbone also includes excerpts from the Plowden report which support the merging informal classroom.

Particularly noteworthy are the assumptions about children's learning articulated by Roland Barth. These remain the most explicit philosophical foundations for open education. Although they appear in other publications, they appear to take on more meaning in this context. Rathbone and Barth spent time visiting the Leicestershire schools and their experiences provide a framework for this collection.

Rogers, Vincent, and Bud Church, eds. Open Education: Critique and Assessment. Washington, D.C.: Association for Supervision and Curriculum Development, 1975.

Rogers' and Church's casebook re-describes the concept of openness, presents some case studies, and reviews research findings. Although limited in scope, the publication does make some significant statements about open education and American values. The British concept is not transportable -- cultural differences exist. Writing about the tendencies of Americans to look to replicate the British concept, Victor Atkins observes, "... the temptation is to look at the technique and the trappings. The salvation may be to look at the children and ask how they can be helped to increase their capacity to learn. Then, what happens in more and more American classrooms may or may not be called open education, but it will be good education."

The case-studies which describe the first-hand experiences of authors Bud Church and Roland Barth are most interesting and valuable since they explore successes and failures of open education programs. Another contributor, Lyn Martin, in a few pages, sums up research findings.

The casebook concludes with an optimistic look to the future by Rogers. The ideas and directions of "humane, responsive, child-centered education ... are inexorably a part of American educational thought in the 1970s." This is demonstrated not only in outstanding open classrooms but in school building design, playgrounds, and programs which relate the school to the daily life of the community.

Rounds, Susan. Teaching the Young Child: A Handbook of Open Classroom Practice. New York: Agathon Press, 1975.

Drawing upon her five years of experience in running an open classroom kindergarten, Ms. Rounds presents one of the most appealing how-to books available. After a sketchy overview which defines the set up of the day, points out the new role of the teacher and how she views the child, she leads into the true beginning section "How to Set Up Your Classroom and Begin." Explicit steps are discussed in detail. "Reading," "Mathematics," "Record-Keeping," "The Unit Approach," "Cooking," "Art," and "Music," sections comprise most of the book. Most unique are the two units -- "Songs Children Like to Sing" and "Things to Make For Your Room." Visually, this book is unusually attractive; its content could not be more basic and detailed.

Sargent, Betsy. The Integrated Day in an American School. Boston, Massachusetts: National Association of Independent Schools, September, 1970.

Originally designed as a companion study with a film, this publication is a record of one teacher's experiences during one school year. Ms. Sargent had compiled an unusual curriculum report. Sections on reading experiences, math corners, writing corners, etc. contain information on materials used, activities conducted, the type of participation. A main feature of the work, however, are the lively anecdotal notes which run throughout this report. Here the reader shares in the successes, the failures, and the concerns of a sensitive, child-centered educator. We recommend this not as a how-to-do-it book but as an original and imaginative case-study of one teacher, one year at Shady Hill School.

Silberman, Charles, ed. The Open Classroom Reader. New York: Random House, 1973.

Silberman has compiled one of the most comprehensive collections of open classroom readings available. Selections cover a broad spectrum of concerns. Part I presents portraits of English infant school classrooms and some American as well. This is followed in the next section by an examination of why informal educators arrange their activities and classrooms the way they do. Contributions of Sir Alec Clegg, Charity James, Dewey, Lillian Weber, E. Chitlenden, and Roland Barth form a theory-base for the concept.

Part III explores the role of the teacher, how she/he manages time and space and how she/he uses concrete materials. (This section is particularly rich.) For example, one short selection by Celia Horyhton ("The Teacher as Learner") concisely states conditions under which active learning can take place -- mutual respect, freedom, and organization. In contrast, Vincent Rogers ("Changing the Teacher's Approach Toward Children and Learning") poses and then answers questions teachers ask most often about open education.

Part IV highlights both theoretical and practical examples of the integrated curriculum and its development. Interestingly, Silberman has not only included excerpts by well-known writers but has given equal emphasis to contributions by "unknown" practitioners as well.

Taylor, Joy. Organizing the Open Classroom. New York: Schocken Books, 1972.

An appealing guidebook confidently written, Organizing the Open Classroom presents a how-to-do-it approach presented by an experienced British infant teacher. Ms. Joy stresses some premises: "... the skill of the individual teacher outweighs all else in determining the success of her organization ... and ... there is certainly no blueprint for successful organization, no single fool-proof system guaranteed to work in all circumstances with every teacher, and every child, in every school." With all that said, she presents helpful hints on organizing a classroom and identifying and readying apparatus. She sweepingly explores very practical matters, which teachers who are beginning this approach, need to know: grouping, timetabling, changing over from one activity to another, arranging space, planning, record-keeping, teaching children to be responsible.

Essentially, this book is written to those teachers who are thinking about or in the midst of "opening up" their classrooms. Organization and a slow, orderly transition from a traditional setting to an informal one are essential. Joy's five suggested transitional stages are excellent guideposts. Particularly interesting are her discussions on keeping records, hearing readings marking, and grouping patterns. Although this reviewer does not support "copying" the British model, Ms. Joy admittedly offers some fine pointers applicable to American models of the informal classroom.

"The Task of the Teacher," (43 minutes, color) New York: Agathon Press, Inc., 1973.

Lorna Ridgway's introduction to the film points out:

It is comparatively easy to recognize good teaching. Most people, too, can recollect an individual teacher who particularly inspired or influenced them. But an analysis of all the factors which make for good teaching is not easy. Even the able teacher finds it difficult to distinguish all the elements in the skill which make for success.

The aim of this film is to achieve such an analysis. By looking closely at a small sample of schools it highlights the range and variety of qualities, talents, skills, and techniques a teacher must possess in teaching today. The eight schools chosen were from Southern England, and represent schools new and old, large and small. The time devoted to each school, though linked, has the value of providing comparisons and contrasts between differing school environments.

The open, trusting climate of the schools are evident as children and adults interact. Student initiated-work, record-keeping activities, classroom arrangements, and the facilitating role of the teacher are highlights which viewers should note.

Weber, Lillian. The English Infant School and Informal Education: Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

Essentially, this book reports on a study Ms. Weber made of English primary schools. The first section of the work describes the schools--their characteristics, interaction, and the roles of the teachers and headteachers. The environment is rich; a sense of community exists; many activities go on simultaneously. Theory and history of British informal education make up the second section. Philosophies of Isaacs, Bernstein, Bruner and American linguists are explored. She emphasizes the history of the movement during the last few decades.

This work succeeds as a descriptive study of British informal education. It mistakenly can be viewed as a model for American efforts in open classroom programs. With this caution, then, we recommend the study highly.

SMALL-GROUP INQUIRY

SMALL-GROUP INQUIRY**DEFINITION:**

The process of inquiry stresses more self-directed learning. Self-initiative, self-direction, small group studies, and active learning are among the characteristics of inquiry. The activity which follows emphasizes unique role behaviors for students and teachers, as well as specific steps of the inquiry process. Students, working in teams of four, assume the roles of team co-ordinator, technical advisor, data recorder, and process evaluator. The teacher functions as a facilitator, promoting the process, reinforcing group standards and using students as active resources. The six-step inquiry process forms a framework for problem-solving.

PURPOSES:

This activity is designed to allow participants:

- to become familiar with the small group inquiry process, student and teacher roles, and ways of organizing a class for small group inquiry;
- to apply acquired knowledge and skills to a small-group inquiry activity (simulation) and to objectively analyze the process.

OBJECTIVES:

- 1) Having viewed a film and taken part in a discussion, participants will function appropriately in a small-group simulation.
- 2) Having participated in the simulation, participants will be able to define the six-steps of inquiry behaviors, and role characteristics of students and teachers. They will also be able to evaluate through discussion the dynamics of each small group.

TIME:

2 hours

MATERIALS:

16 mm. projector

Screen

Film: "Learning Through Inquiry" (I/D/E/A, 22 mins., color)

Overhead Projector

Handout I - "The Teacher's Role" (p. 379)

Handout II - "The Student's Role" (p. 381)

Handout III - "Organizing a Class For Inquiry" (p. 385)

Handout IV - "Process Evaluation" (p. 387)

Handout V - "Case-Studies" (p. 393)

Transparency I - "The Inquiry Process" (p. 383)

STIMULUS:

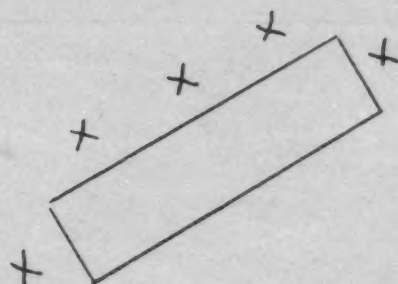
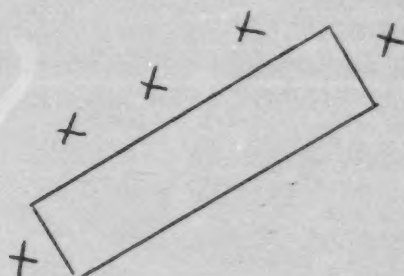
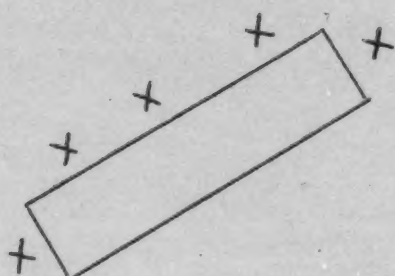
Film: "Learning Through Inquiry" (I/D/E/A, 22 mins., color)

This film illustrates the characteristics of inquiry. Teams of secondary and elementary children are viewed actively theorizing, sharing goals and responsibilities, conducting research, and testing generalizations. The teacher's role is one of facilitator -- openly promoting inquiry and creating student-centered solutions.

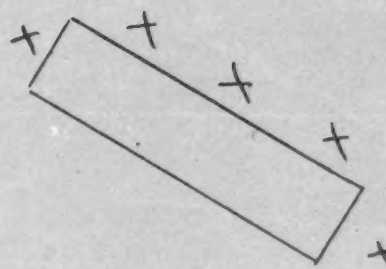
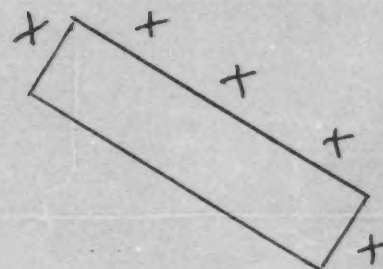
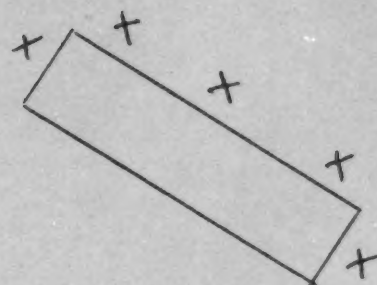
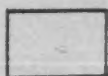
ROOM ARRANGEMENTS:

Five to six to a table for first half of session; eventually teams of four will be formed.

ROOM ARRANGEMENT



Projector



Overhead

Screen

PROCEDURES	NOTES
1. Introduce the Inquiry Process as a more learner-initiated and learner-controlled approach than most methods of learning. Be brief. In preparation for the film-viewing, ask participants to observe <u>closely</u> the roles played by students and teacher in the film. <i>It is important to be brief in the introduction. Point out to the participants that they will be asked to assume the roles in a simulation--so close attention to the film is advisable.</i>	
2. Show film "Learning Through Inquiry" (22 minutes; color).	
3. Distribute Handout I - "The Teacher's Role" (p. 379) and Handout II - "The Student's Role" (p. 381). Conduct a discussion on the characteristics of each role. Have participants compare the roles presented in the film with their perceptions of their own roles.	
4. In a lecturette, (no more than 15 minutes) -- <u>Define</u> the six steps of the Inquiry Process. Use Transparency I - "The Inquiry Process" (p.383). Leave this transparency on during the remainder of the session. <u>Define</u> the team roles: co-ordinator, technical advisor, data recorder, and process evaluator. <u>Distribute</u> Handout III - "Organizing A Class for Inquiry" (p. 385). Discuss the behaviors of individual team members.	

PROCEDURES (Cont.)	NOTES
<i>Point out that the Inquiry Process is not a revolutionary concept but one which dates back to the Greek Period. Review how each team member behaves to prepare participants for roles.</i> 5. Tell participants they will assume team roles in a simulated situation. Divide them into groups of four and have them decide upon specific roles within each group. Explain that you will distribute three case-study incidents concerning the issue of guilt and honesty. They will be given approximately 30 minutes to work through the problem. Answer all questions. <i>Ask them to keep Handouts I and II available during simulation. They will also refer to Transparency I during simulation. Be certain roles are assumed and behaviors understood.</i> 6. Distribute Handout IV - "Process Evaluation" (p. 387) to the Process Evaluator of each team and ask him/her to monitor the process. 7. Distribute Handout V - "Case Studies" (p. 393) to all participants. Explain that this will form the basis of their simulation inquiry session. <i>Most questions will occur at this point. Explain that a problem statement does not appear on Handout V but is suggested. Each team in no more than five minutes will articulate a problem statement. Remind members that resource data will be based on their experiences and views due to time constraints.</i>	

PROCEDURES (Cont.)	NOTES
8. Begin inquiry session with all groups. Your role is one of facilitator. Study Handout I - "The Teacher's Role" and function in that capacity moving from group to group. <i>Learn the "Teacher's Role" and act in this capacity. Promote inquiry; reinforce group standards. Do not become a group member.</i> 9. At the end of the thirty minutes, each group holds a discussion session in which each Process Evaluator reports to the group his/her findings as noted on Handout III - "Process Evaluation". Team members, in turn, give their perceptions. <i>Feedback should take place within each group. The process evaluator is to encourage a discussion based on items (Handout III - "Process Evaluation").</i> 10. Review the <u>process</u>, the <u>roles</u>, and <u>ask teachers to consider ways</u> in which this approach could be implemented in the classroom. Leave them with the experience!	

TEACHER'S ROLE

- A. Develops study guides re: major concepts presenting problems for team research; designed to help students collect evidence, analyze data, evaluate, and support conclusions before entire class.
- B. Promotes inquiry (gives students) opportunities to theorize and test theories.
- C. Creates student - centered solutions; acts as conference leader in helping group establish procedure norms.
- D. Reinforces standards established by group.
- E. Accepts student as an active resource and team member with specific job duties.
- F. Accepts criticism.

THE STUDENT'S ROLE

- A. Accepts activity as a challenge - a chance to prove oneself.
- B. Works toward goal of self direction when they know goal, how to reach it, and how well they're doing.
- C. Plays essential role in goal setting and direction.
- D. As a team member, participates more, involves himself, is responsible and learns cooperation.
- E. Integrates new learning with his total experience and knowledge (discipline decreases; motivation increases).

THE INQUIRY PROCESS

- A. FORMULATING A PROBLEM
- B. FORMULATING HYPOTHESES
- C. DESIGNING A STUDY
- D. EXECUTING A PLAN OF INVESTIGATION
- E. INTERPRETING DATA OR FINDINGS
- F. SYNTHESIZING KNOWLEDGE GAINED FROM INVESTIGATION

ORGANIZING A CLASS FOR INQUIRY

TEAMS OF FOUR WITH INDIVIDUAL DUTIES

1. TEAM CO-ORDINATOR -- MODERATOR; KEEPS ACTIVITY MOVING TOWARD GOALS; CO-ORDINATES AND INTERPRETS; LOOKS FOR CLOSURE.
2. TECHNICAL ADVISOR -- ANALYTICAL SPECIALIST; READS AND INTERPRETS; LISTENS CLOSELY; HELPS TEAM FOCUS ON STRENGTHS AND WEAKNESSES OF EVIDENCE.
3. DATA RECORDER -- GETS FACTS AND STATEMENTS; CHALLENGES EVIDENCE; UTILIZES MANY RESOURCES; RECORDS ANSWERS AND SUPPORTING EVIDENCE, MAY SERVE AS GROUP'S SPOKESMAN IN INTERGROUP ACTIVITIES.
4. PROCESS EVALUATOR - GUARDIAN OF TEAM MORALE AND EFFECTIVE GROUP PARTICIPATION; MAINTAINS INTERPERSONAL RELATIONS AND EFFECTIVE SHARING; EVALUATES AMOUNT AND QUALITY OF INDIVIDUAL PARTICIPATION.

PROCESS EVALUATION

Instructions For Role Evaluation

Observe how well each member operates in his role during the discussion. Jot down notes on each item for each person in the group. At the end of the session you will give the team your evaluation report. Following your evaluation, invite each member to give his perception about how roles were performed.

Use the following questions as a guide:

Team Coordinator:

1. How well does the team coordinator direct and control the discussion?
2. Did the coordinator recognize each team member or call on those who were reluctant to participate?
3. Did the coordinator keep the team on the topic for discussion?
4. Did he help resolve conflicts or differences of opinion?

Process Evaluation (Cont.)

HANDOUT IV
(2 of 3)

5. Did the coordinator participate actively in the discussion?
6. Did the coordinator read carefully all information provided?

Technical Advisor

1. Did the advisor give necessary information when the team needed it?
2. Did the technical advisor challenge team members about correct interpretation of information and questions?
3. Did the advisor participate actively in the discussion?

Process Evaluation

HANDOUT IV

(3 of 3)

4. Did the advisor read carefully all information provided?

Data Recorder:

1. Did the recorder accurately record the teams' work?
2. Did the data recorder record sufficient information to substantiate the team answers?
3. Did the recorder participate actively in the discussion?
4. Did the data recorder read carefully all information presented?

CASE-STUDIES *

- CASE 1 A car is left on the highway during a storm. During the night a thief breaks into the stranded car and steals a few tools worth \$5.00. In the process he leaves behind him a wallet containing \$400., which identifies him. The owner is in a dilemma whether to turn him in, to keep the money and say nothing, to call him up and arrange some personal deal which will profit both of them, or to turn the money in, on the grounds of suspicion that the money in the wallet, too, must have been stolen.
- CASE 2 While working on the job, a man uses the tools and materials of the company to invent a device which will bring him a small annuity as a patent. The boss will never know that the invention has been made on his time, on his premises, with his materials. The sum involved is very small. According to the law, the patent belongs to the factory owner.
- CASE 3 A man is driving past a dilapidated neighborhood late one night. An old cripple suddenly staggers out on the road, and before the driver can control the car, the old man is run over and instantly killed. The old man has no relatives. He has long been a recluse. No blame can be attached to the driver. Yet he is shaken with a sense of guilt -- he has killed a man, no matter under what excusable conditions!

QUESTIONS

- 1) Do guilt and honesty depend upon a person's own feelings or should a person completely take the official and legal view of what to do in such cases?

- 2) For which of the men do you feel more sympathy? For whom would you rather unbend the strict letter of the law?
- 3) Explain how judges would treat each of the above cases.

FROM THESE STUDIES AND QUESTIONS, QUICKLY ARTICULATE AS A GROUP A PROBLEM STATEMENT.

* Adapted from Simon Certner and Murray Bromberg. "Getting Students to Write More Effectively." Englewood Cliffs: Prentice-Hall, 1963.

WHERE CAN YOU GO FROM HERE . . .

Dunn, Rita and Kenneth Dunn. "Brainstorming and Case Studies: Mental Power Released for Problem Solving," Practical Approaches to Individualizing Instruction: Contracts and Other Effective Teaching Strategies. West Nyack, New York: Parker Publishing Company, Inc., 1972.

Brainstorming and Case Studies, two teaching strategies, generate creative energy and high levels of mental stimulation in the classroom.

"Brainstorming is an intense experience that is focused on a single topic for a limited period of time." It is particularly effective to gather information from a group. Why consider Brainstorming? It is stimulating and provides a varied instructional approach. It is highly motivating. This technique also promotes spontaneity and creativity, involves participants in the ownership of ideas, and provides a permanent record and aids in developing solutions to problems.

Case Studies is a complement to brainstorming. In contrast to the short time required for the brainstorming process, case studies "permit slow and gradual development of analytical skills."

Case studies are usually very short stories that focus on a single incident, problem, or situation that is relevant to the students participating. In order to analyze the case study, key questions designed to develop powers of understanding, defining, persuading, proving, explaining, describing, observing, perceiving, synthesizing, abstracting, building, and solving should be formulated.

Case Studies serve as excellent stimuli for writing, role-playing and other kinds of creative activities. Essentially, the greatest advantage is the "real-life" situation they present with which students can easily identify and get "under the skin" of the characters depicted.

The use of Brainstorming assumes a teacher is willing to identify the ideas, feelings, and questions of the group. Case Studies permit the teacher to place students in a simulated setting so ideas and feelings can be explored.

Hudgins, Bryce B. Problem Solving in the Classroom. New York: The MacMillan Company, 1966.

"Problem-solving," according to Hudgins, is not a method of teaching. It is a general attitude, a disposition toward inquiry which has as its goals the development of new ideas based upon older ones and the seeing of intellectual light where darkness lay before." The aim of this book is two-fold: to develop an appreciation for problem-solving as a central component of the instructional process and to provide practical suggestions for implementing problem-solving in the classroom.

Some good reminders for teachers involved in problem-solving teaching are:

- 1) supervise the selection of pupils' problems to ensure that the problem requires some original thinking of the pupil and can be handled under the practical limitations that exist;
- 2) provide guidance by serving as a listening post or suggesting vital clues when necessary;
- 3) develop problem-solving skills (e.g. identifying problems)
- 4) reinforce problem-solving behavior.

Brief and to the point (73 pages), Problem-Solving in the Classroom provides an excellent overview of this skill as it pertains to students' and teachers' needs.

Hunkins, Francis. Questioning Strategies and Techniques. Boston: Allyn and Bacon, Inc., 1972.

Directed to all teachers, this book provides tools for increasing effective question-asking skills in both teachers and students.

Because questions are so central to the learning process, they cannot be merely a few words voiced with a particular intonation and punctuated by question marks. An abbreviated outline of Bloom's Taxonomy is presented to categorize and illustrate various types of questions.

In order to formulate effective questions, some prerequisites exist:

- 1) become knowledgeable about the types of questions;
- 2) analyze the students; the time schedule and the facilities;
- 3) consider how to meet the goals and objectives of the school;
- 4) establish criteria for selecting content and experiences.

Then it is advisable to select and evaluate the question. Often the techniques of good questioning are overlooked in the classroom. The steps outlined in this book help teachers acquire necessary skills.

Koller, Martin M. "Small Group Inquiry." Grand Forks, North Dakota (March 1972), ED 069 604.

These two model units of study are based on a combination of the small group interaction process and the inquiry process. The two methods constitute a teaching program that effectively integrates learning with feeling development. The units have been used with students in the third, fifth, eighth, tenth, eleventh, and twelfth grades.

"To provide the techniques needed to teach via the inquiry method and when using a small group structure" is the goal of the first unit, "Small Group Inquiry". Structurally, it is divided into six components that each contain an accompanying objective derived from the following inquiry steps:

- 1) define and clarify the topic;
- 2) research the background of the topic;
- 3) generalize from the findings;
- 4) use data and logic in proposing solutions;
- 5) attempt to apply the proposed solutions.

The goal of the second unit, "Small Group Interaction," is "to provide the tools needed in bringing about student understanding relative to feeling-behavior-communication relationships." During this unit, students engage in activities designed to help them to:

- 1) understand and recognize the characteristics of a good group member;
- 2) internalize the characteristics of a good group member;
- 3) develop the ability to communicate more effectively;
- 4) actualize the ability to develop, agree upon, and utilize a set of rules appropriate to small group learning.

An outline of suggested procedures and supportive worksheets are also included.

Massialas, Byron G., and C. Benjamin Cox. Inquiry in Social Studies. New York: McGraw-Hill Book Company, 1966.

A main emphasis of this book is on the role of the "new" social studies -- a learning area which has a crucial obligation to provide students with an opportunity to critically and creatively examine values and beliefs about humans and society. This is a sound foundation for the numerous "concept" programs developed during the last five years.

Central to the book is the notion of reflective thinking -- "a process of identifying problems of fact and value, assessing them in view of the assumptions in which they are rounded, and subjecting them to proof in terms of certain criteria." It is essentially the scientific process which dates back to Plato.

Since the classroom is the forum for inquiry, strategies, materials, and case examples are discussed at length. Teachers are urged to engage in research activities that will offer insight into the learning-teaching process and help close the gap between the researcher and the practitioner. The teacher is seen as the possessor of a unique role and challenge; to establish an atmosphere in which reflective thinking and learning are nurtured.

While not recommending reading this handy reference from cover to cover, we see it worthy of a place on a curriculum reference shelf.

Massialas, Byron G. "Teaching and Learning Through Inquiry," Elementary Education Today: Its Impact on Children. Washington, D.C.: National Education Association, 1971, Pp. 85-88.

Teaching through inquiry helps students learn how to learn. In order to develop independent thinking skills in students, teachers must adopt six new roles.

First, the teacher must be a planner who organizes learning activities and materials for a period of time. The teacher must be an introducer who creates a "discover episode" that will serve as a spring board for discussion. A questioner and sustainer of inquiry is another role in which the teacher plays the devil's advocate and emphasizes the critical exchange of ideas. In the fourth role, the teacher must be a manager who exposes students to all available concepts, techniques, and data sources necessary for them to plan independence inquiries. The teacher is also a rewarder who praises imaginative and creative work. The last role involves the teacher as a value investigator who advocates the process of inquiry and the examination of value judgments.

The result of learning through inquiry is a change in student attitude toward knowledge. Once regarded as absolute, knowledge now becomes tentative and subject to challenge and discussion. Therefore, teaching and the role of the teacher must be re-defined.

Mills, Belen Collantes, and Ralph Ainslee Mills (eds.). "Promoting Learning Through Questioning Techniques." Designing Instructional Strategies for Young Children. Dubuque, Iowa: William C. Brown Company, 1972, 179-218.

Four helpful contributions explore the ways in which questioning promotes learning and thinking. Some practical suggestions are offered to improve the effectiveness of classroom questioning.

Frances P. Hunkins, in "Using Questions to Foster Pupils Thinking," urges teachers to turn away from an emphasis on knowledge of facts to an emphasis on developing individuals who can utilize knowledge. Good questions, although requiring careful planning, are a means by which teachers can stimulate students to think independently and to ask effective questions of their own.

"Guiding Learning through Skillful Questioning," by Robert T. Pate and Neville H. Bremer, analyzes and categorizes the responses of 190 elementary school teachers to the question, "What are three important purposes of teachers' questions?" They concluded that although teachers ask questions for a number of purposes, some have not given much thought to the purposes their questions can serve, and most ask questions that require short, underdeveloped answers only.

In "Interacting in the Interrogative," Kenneth Shrable and Douglas Minnis describe a method for analyzing teacher questioning strategies. Suggestions are offered for the use of this technique in teacher education, research, and teaching.

The need for research that concentrates on the types of questions teachers should ask in the classroom and the impact these questions have on student behavior is the subject of Meredith Gall's, "The Use of Questions in Teaching." After surveying the research on questions over a fifty year period, she stresses the importance of effective teacher training programs to implement desired questioning strategies in classrooms.

Sanders, Norris M. Classroom Questions: What Kinds? New York: Harper and Row, 1966.

This is a "must" reference for all teachers of inquiry (if not, all teachers in general). Sanders, using Bloom's Taxonomy as a basis, has developed a matching taxonomy of questions. Students learn to use ideas rather than to remember them. Seven basic levels of questions are:

- 1) Memory: The question asks the student to recall or recognize information.
- 2) Translation: The question asks the student to change the ideas in a communication into parallel forms.
- 3) Interpretation: The question asks the student to discover relationships among facts, generalizations, definitions, values, and skills.
- 4) Application: The question asks the student to solve a lifelike problem that requires independent use of knowledge and skills based on previous learning.

- 5) Analysis: The question asks the student to solve a problem in the light of conscious knowledge of the parts and forms of thinking.
- 6) Synthesis: The question asks the student to solve a problem that requires original, creative thinking.
- 7) Evaluation: The question asks the student to make a judgment of good or bad, right or wrong, according to standards he/she designates.

Try this approach in planning a lesson (perhaps after the viewing of a film and as you begin a discussion). Phrase questions in such a way as to move up the taxonomy -- a memory or recall question first; then a translation or paraphrase, and so on. An interesting activity on Level 6 (Synthesis) is for the child to create (draw, dance, sing, write) a piece to communicate his internalization.

LEARNING ACTIVITY PACKAGES

LEARNING ACTIVITY PACKAGES

DEFINITION:

A Learning Activity Package is a self-contained unit of instruction that directs and assists students toward precise instructional objectives and focuses on a single concept. Children can work through a LAP independently at their own rate and pace and select resource materials based on personal perceptions of their own strengths and weaknesses.

A LAP usually includes:

- a diagnostic test
- instructional objectives written for the child
- media resource alternatives (books, records, films, tapes, games, slides, etc.)
- activity alternatives (independent or group)
- reporting alternatives
- self-assessment test
- terminal teacher assessment

(Dunn and Dunn, 1972)

PURPOSE:

This activity is designed to:

- enable participants to work as learners through a learning activity package and acquire skill mastery

OBJECTIVES:

Participants will be able to:

- 1) complete "A LAP on Writing LAPs";
- 2) list the basic components of LAPs;
- 3) generate with others a list of uses for LAPs in school curriculum areas.

TIME:

It is recommended that this module take place in three parts.

Part I - (Procedures 1-4) - 30 minutes

Independent Activity

Part II - (Procedures 5-8) - 1 hour

MATERIALS:

Overhead projector

Screen

Transparency I - "Contract Activity Package" (p. 413)

Transparency II - "Basic Flow Chart" (p. 439)

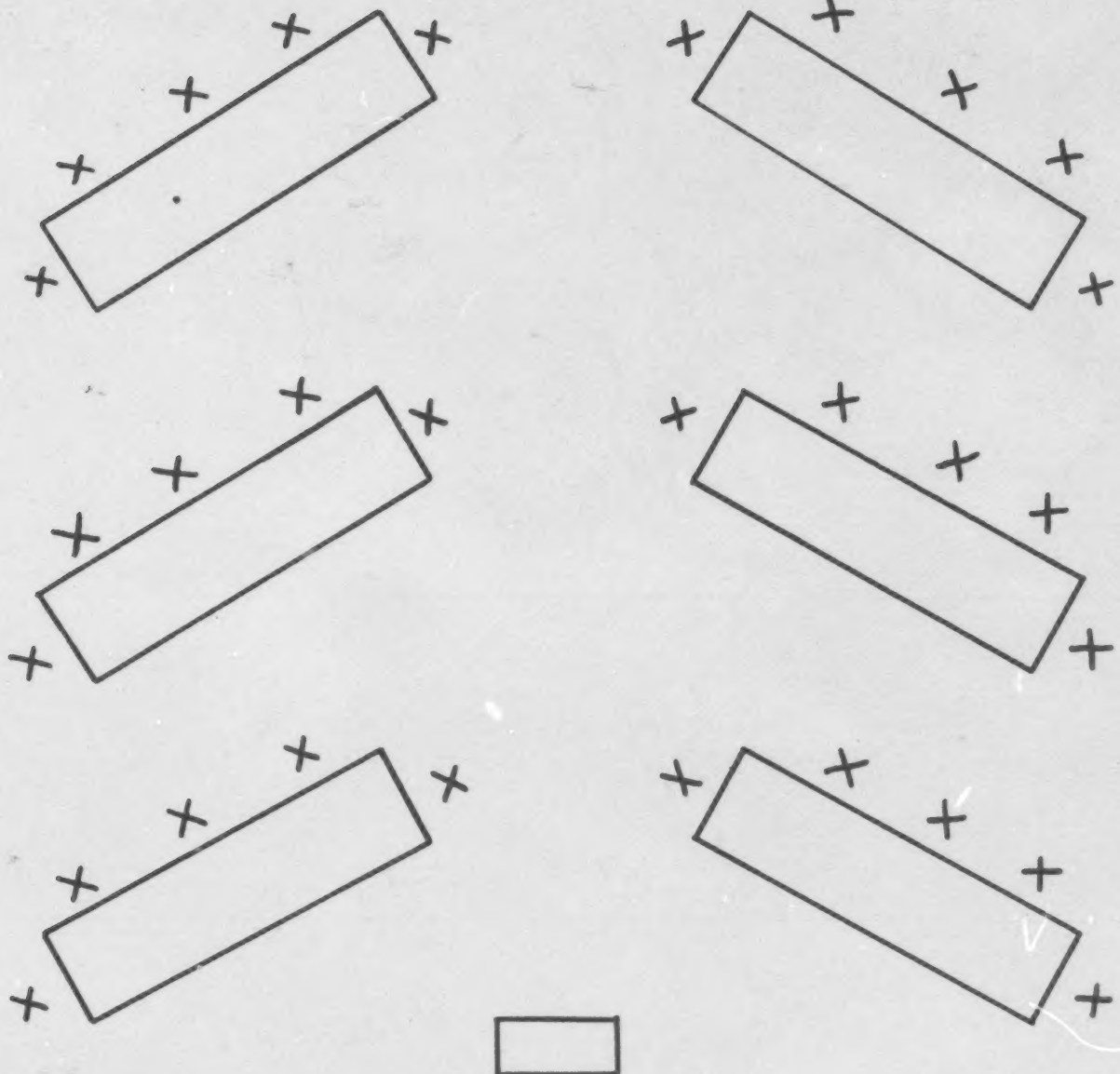
Handout I - "Basic Ingredients of LAPs" (p. 415)

Handout II - "A LAP on Writing LAPs" (p. 417)

ROOM ARRANGEMENT:

Five or six participants to a table.

ROOM ARRANGEMENT



Projector

Screen

PROCEDURES:**NOTES****PART I**

1. Explain to participants the nature of this activity.

Point out that the activity is a "learning-by-doing" exercise and the appropriateness of this approach to this activity. Do not elaborate the explanation. (5 minutes)

2. Define a LAP. (See Definition at beginning of module).
3. Using Transparency I - "Contract Activity Package" (p. 413), review the process of how CAPs or LAPs are used. Distribute Handout I - "Basic Ingredients of LAPs" (p. 415).
4. Distribute Handout II - "A LAP on Writing LAPs" (p. 417) and assign the task to be completed by the next meeting.

Skim through Handout II with the group to make certain that the task is clear. Re-emphasize the purpose.

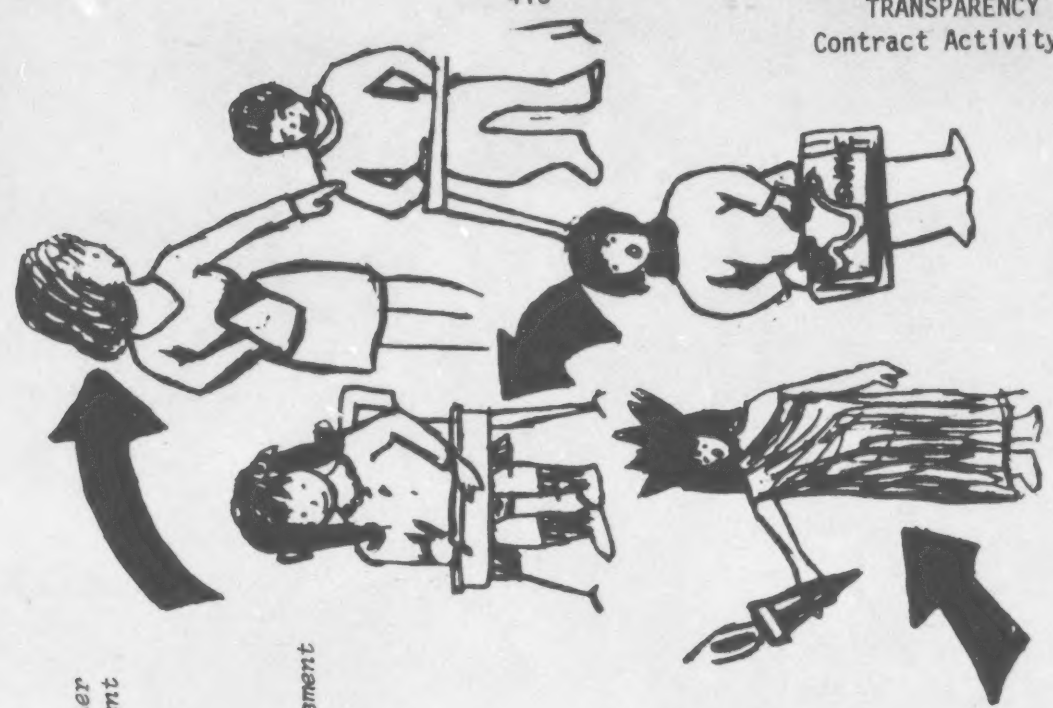
PART II (at least a week later)

5. Using Transparency II - "Basic Flow Chart" (p. 439), review the stages of LAPs.
6. Allow participants to share experiences in groups of five or six.

Do not circulate or facilitate. Allow small-groups to operate independently. The goal is to openly share experiences.

PROCEDURE (Cont.)	NOTES
7. After 20 minutes, reconvene as a large group and ask representatives from small groups to feed back <u>general</u> group perceptions, attitudes, etc.. 8. Tie together the perceptions and ask participants to generate at grade-level meetings, lists of possible uses for LAPs in various areas. <i>Closure is not recommended. Define this exercise with LAPs as an alternative to consider -- not at a total staff meeting but at small-group sessions (e.g. grade level). Administrative support is especially effective at such latter type settings.</i>	

CONTRACT ACTIVITY PACKAGE



TRANSPARENCY I
Contract Activity Package

BASIC INGREDIENTS OF LAPs

- a diagnostic test
- behavioral objectives written for the child
- media resource alternatives (books, records, films, tapes, games, slides, etc.)
- activity alternatives (independent or group)
- reporting alternatives
- self-assessment test
- terminal teacher assessment

(Dunn & Dunn, 1972)

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HANDOUT II

A LAP on Writing LAPs
(1 of 22)

A LAP ON WRITING LAPs

By

KENNETH T. SMITH - ES'70 COORDINATOR

BROWARD COUNTY BOARD OF PUBLIC INSTRUCTION
Fort Lauderdale, Florida

November 1969



A unique characteristic of much of education has been its role in working with the individual, treating a member of a class as a person with special capabilities, problems and desires.

The learning activity package, or "lap" as it is known, is a promising development which will allow all discipline areas to build into its programs a variety of learning situations to accommodate the many different abilities, desires and learning styles of our students. It provides the opportunity and means for dealing with the low - average - and high-ability student in a single class situation and still gives all the students meaningful learning experiences.

Just How Do I Write A Lap?

It is assumed that you have a scope and sequence and/or a concept, principle or primary idea which you want to develop into a lap or laps.

It is the purpose of this "Lap on Writing a Lap" to provide you with the knowledge and skills necessary to achieve this goal.

If you do not have a scope and sequence or concept, principle or primary idea for which you intend to construct a lap -----

STOP --

Go back and construct a Scope and Sequence.

OTHERWISE -----

L → TURN THE PAGE AND READ THE OBJECTIVES -----

↓
READ

OBJECTIVES:

1. Using your scope and sequence in the specific subject area you teach; write a rationale for a specific concept, phase or primary idea.
2. Using the above rationale of the concept, phase, or primary idea write measurable student objectives by which the student will be able to demonstrate competence to your satisfaction.
3. Using your completed objectives develop a performance test covering all your objectives.
4. Using the flow diagram technique, you will develop the system a student can take to go through your developed lap.
5. For each completed objective, list in writing a minimum of three activities utilizing a different media and/or mode for each activity.

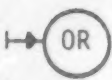
AT THE CONCLUSION OF THIS
PACKAGE YOU WILL BE ABLE TO:

Activity and
Information
Page Number

YOU GET TO MAKE A

CHOICE

→ If you feel you can meet the above objectives at this time turn to the next page and take the self test.

OR

→ If you feel you cannot meet the above objectives at this time turn to page 423 and read the remainder of this package.

SELF TEST:

1. Choosing a concept, phase or primary idea from your scope and sequence, write a rationale for that specific concept, phase or primary idea on a 3" x 5" index card.
2. Write as many student objectives in behavioral terms as you feel are needed to adequately cover the concept you are trying to convey.
3. Using the behavioral objectives you developed, write a self test covering all objectives. Write each question on a 3" x 5" card.
4. List three activities, one being audio-visual, for each objective given. Give the title, author or producer, publisher or manufacturer, edition, and specifics (i.e. black and white film; color slides with audio tape, length of operational time). Place on a 3" x 5" card.
5. Using all of your answers for questions 1-4 develop a flow chart a student could use to complete your package from start to finish.

SUBMIT YOUR COMPLETED LAP TO _____

TOGETHER YOU WILL CHECK IT.

INFORMATION

Structurally, the lap is made up of the following components:

- 1) Rationale - an explanation of what, why and where this lap fits into the total scheme. This rationale is short and must be easy for the student to read and comprehend.
- 2) What are Objectives (instructional goals)?
(SEE INSTRUCTIONAL OBJECTIVES MODULE OF THIS HANDBOOK.)
- 3) Self-test - Here the student is given the opportunity to measure his ability at meeting the objectives of the lap. This self-test is a choice item for the student; i.e., he may or may not take the test, depending on his feeling of confidence in meeting the objectives. The self-test serves several purposes for the student. Should he be lacking in ability to meet some or all of the objectives of the lap, the self-test will graphically demonstrate the areas of weakness and give him direction to the areas of study and activity which will help him become competent.

Should he already be familiar with the materials covered in the lap, he can demonstrate this to himself, for he will also evaluate his success on the test from a key which is provided.

In cases where the student successfully completes the lap self-test, options are built in for him: options such as having an individual conference with the instructor, usually to discuss the package objectives, opportunities for depth study of the area covered by the lap, or the opportunity to take the teacher evaluation and, if successful, to progress to the next package without waiting for a class to catch up.

- 4) Should a student elect to go directly into the package body, the fourth component of the lap, or be directed there as a result of the self-test or a student-teacher conference, he will find a variety of activities and assignments to aid him in acquiring the proficiency and skills to meet his objectives. Within this variety of activities and assignments, he is free to select the ones which he feels will best aid him in meeting the objectives.

In the assignments and activities, a multitude of media (multi-media) and modes (multi-modes) is employed to make the package meet the specific needs of an individual student.

By multi-media is meant a variety of information and stimulant sources, such as readings from various reference books written at different reading levels, audio and video tapes, movies, slides, filmstrips, self-demonstrations, written assignments, physical activities, etc. It is from this panorama of built-ins that the student makes his choices.

By multi-modes is meant a variety of planned interactions between staff members and students, students and students or students and materials. These modes might take the form of the presentation mode (minimum verbal interaction), discussion mode (maximum verbal interaction) or the independent study mode (student-material interaction).

When the student feels confident that he is ready to meet the objectives of the lap, he is free to take or retake the self-test as a cross check, or directly to take the teacher evaluation.

- 5) The final evaluation, which is graded by the teacher, is built to measure the objectives as stated in the lap and not some inferred idea in the back of the teacher's mind. In this way the teacher and the lap "play fair" with the student.

OBJECTIVE 1:

Using your scope and sequence in the specific subject area you teach, write a rationale for a specific concept, phase or primary idea.

Make a selection of one or more of the "assignment 1 choices" to help you meet Objective 1.

Assignment 1 - Choose one or more of the following:

Text Media:

Choice A.

Preparing Instructional Objectives by Robert F. Mager, Fearon Publishers, Palo Alto, California - 1962. (Available at EIC)

Choice B.

Read Rationale in Information section of this lap.

Audio-Visual
Media:

Choice C:

A Curriculum Rationale filmstrip presentation in conjunction with audio tape. This series of filmstrips are produced by Vimcet Associates. (Available at EIC)

At the conclusion of this program you will be able to:

- a. Distinguish between educational questions according to whether they are primarily related to ends or means.
- b. Correctly match descriptive phrases with components of the curricular model
- c. Fill in a blank diagram depicting major components of the curricular model treated in the program. Use response sheets and post tests available with this program.

Assignment 2 - Choose one of the following situations provided below and write a rationale for that specific concept, phase or primary idea:

Choice A:

Write a rationale for the concept of logic relating to Algebra. The student age is based on the 10th level (ungraded).

Choice B:

Write a rationale for the concept of fastening material. The situation is covering the student age based on the 11th year level (ungraded).

Choice C:

Write a rationale for the concept of measurement. The situation is covering the student age based on the 9th year level (ungraded).

WRITE RATIONALE HERE:

Compare your rationale with those on the next page.

TURN TO THE NEXT PAGE

RATIONALE EXAMPLES

Choice A:



SOME REASONS FOR STUDYING LOGIC

1. Since logic is regarded as a science instead of an art, its study will give you an understanding of the nature of the principles of deductive reasoning.
2. It should assist you in improving your powers of reasoning so that you will be able to recognize the difference between good and bad evidence for a belief or conclusion.
3. It should enable you to become aware of the differences between persuasion through various psychological means as opposed to rationale conviction through evidence and logical reasoning. This should put you on guard against propaganda, and enable you to evaluate and resist sensational advertising.
4. It should enable you to develop a critical attitude toward the assumptions of many of your own and others' arguments in such fields as politics and social sciences.
5. It should familiarize you with a vocabulary of logical terminology that exists throughout our literature, not only in science and mathematics.

CHOICE B:



In our present technological culture, some of the main accomplishments of man are the products of his industries. The products are materials which have been manipulated to meet the specifications he has set.

When we manipulate a material, there are basically three things which can be done; fastening, parting and forming the material.

Usually we use a combination of the three to accomplish our end goals, the products. However, we must understand each of the three independently before we can deal with the whole of manipulation of material.

The purpose of this package is to introduce you to the area of fastening and some of the basic skills and terms associated with the area.

You will find the information and skills covered by this package of value to you in other packages within your sequence as well as the everyday application in your use of materials and products.

CHOICE C:



The study of science would have progressed very little without the development of measuring instruments and techniques. In fact, we may safely say that the progress of science has been directly related to the progress made in the field of measurement.

In this LAP you will learn the basic principles and use of several representative measuring instruments. You will make measurements of mass, length, and time with varying degrees of area, volume, temperature and pressure which we normally think of as being measured directly can be derived from one or more of these basic measurable quantities.

How do you compare with the examples given?

Rating: _____ Good _____ Not so good

If you rated yourself not so good see corrective options below:

If you rated yourself good turn to page 432 and proceed with Objective 2.

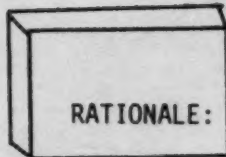
Corrective Options:

_____ 1. I will rewrite my rationale below:

Have the teacher evaluate your rationale.

_____ 2. I will contact the teacher immediately for additional help
in understanding what a rationale REALLY is.

Assignment 3: In the space provided below write a rationale for a specific concept, phase or primary idea in your subject matter area.



Evaluate your rationale --

Have the instructor evaluate your rationale --

OBJECTIVE 2:

Using the rationale of the concept, phase, or primary idea, write measureable student objectives by which the student will be able to demonstrate competence to your satisfaction.

Make a selection of one or more of the "Assignment 1 choices to help you meet Objective 2."

Assignment 1 Choose one or more of the following:

Text Media:

Choice A.

Preparing Instructional Objectives by Robert F. Mager, Fearon Publishers, Palo Alto, California - 1962.

Choice B.

Read module covering Instructional Objectives in this Handbook.

Audio-Visual
Media:

Choice C.

"Educational Objectives" filmstrips presentation in conjunction with audio tape and response sheet produced by Vimcet Associates

At the conclusion of this program you will be able to:

- a. Distinguish between behaviorally and non-behaviorally stated instructional objectives.
- b. Convert non-behavioral objectives to a form specifying student post-instruction behavior.

Choice D.

"Appropriate Practice" filmstrip presentation in conjunction with audio tape and response sheet produced by Vimcet Associates.

- a. At the end of the program you will be able to distinguish between written examples of pupil activities according to whether they are equivalent practice, analogous practice, prerequisite tasks, or irrelevant to a given objective.
- b. Given instructional objectives or writing your own objective you will be able to write out learning activities which are equivalent practice, analogous practice, and prerequisite tasks for the objectives.

Choice E.

"Selecting Appropriate Educational Objectives" filmstrip presentation in conjunction with audio tape and response sheet produced by Vimcet Associates.

Assignment 2:

The Objectives for this program are:

- a. You will be able to distinguish correctly between written objectives representing the cognitive, affective, and psychomotor domain of student behavior.
- b. Having properly identified cognitive objectives, you will be able to classify them as 1) the lowest or 2) higher than the lowest level of the cognitive domain.

- c. Given a relatively unstructured task of writing objectives for a single concept, phase or primary idea, you will tend to write cognitive objectives at a higher level than would be the case prior to viewing the program.

Other
Choices:

See other Vimcet filmstrip presentations.

OBJECTIVE 3:

Using your completed objectives develop a performance test covering all your objectives.

Make a selection of one or more of the assignment choices to help you meet Objective 3.

Assignment 1 - Choose one or more of the following:

Text Media:

Choice A.

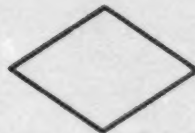
Choice B.

Audio-Visual
Media:

Choice C.

The test for each choice area should include performances having to do with each of the five objectives.

Assignment 2 - Develop a performance test covering the objectives you wrote on a separate sheet of paper. Compare each test question with your objectives and code the question to the objective it relates to. Evaluate yourself. At this time if you find that you have written a question that is not covered by an objective; re-evaluate your objectives.



After successful completion of objective three turn to page and proceed with objective four.

Objective 4:

Using the flow diagram technique, you will develop the system a student can take to go through your developed lap.

Make a selection of one or more of the "Assignment 1 choices" to help you meet objective 4.

Assignment 1 Choose one or more of the following:

Choice A.

"Developing Vocational Instruction" by Mager & Beach, Jr., Fearon Publishers.

Choice B.

Read Basic Flow Chart - page 439 in the information section of this package.

Audio-Visual
Media:

Choice C.

"Systematic Instructional Decision-Making" filmstrip presentation in conjunction with audio tape and response sheet. Vimcet series Palo Alto, California. At the conclusion of this program you will be able to:

a. list which instructional activities to include in a teaching sequence

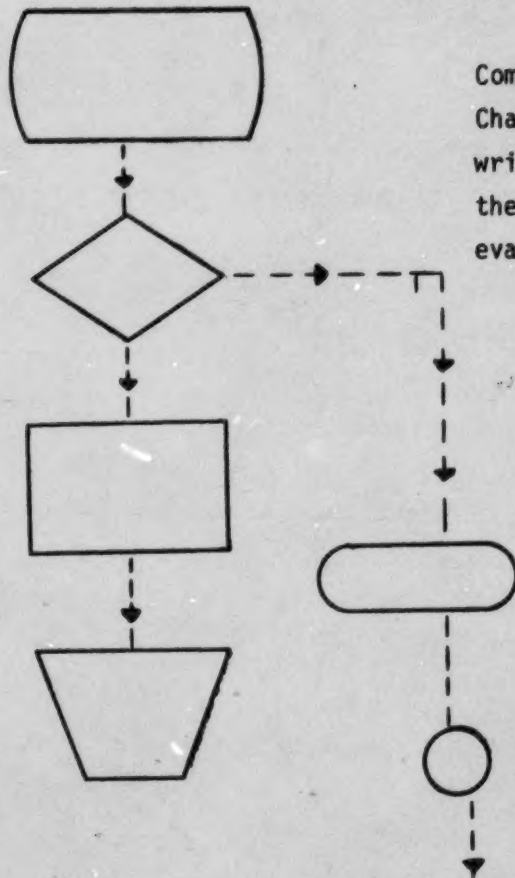
and

b. evaluate whether the instructional sequence is effective.

Assignment 2

Select one of your previous series of objectives that you wrote and make a flow-chart to see how a student could proceed through this series of objectives.

Compare your flow chart with the Basic Flow Chart (page 439) in this package and give a written rationale for the differences in the two flow charts. Have the instructor evaluate your flow chart.



Objective 5:

Using your completed objectives; list in writing a minimum of three activities, utilizing a different media and/or mode for each objective.

Make a selection of one or more of the "Assignment 1 choices" to help you meet objective 5.

Assignment 1 - Choose one or more of the following:

Text Media:

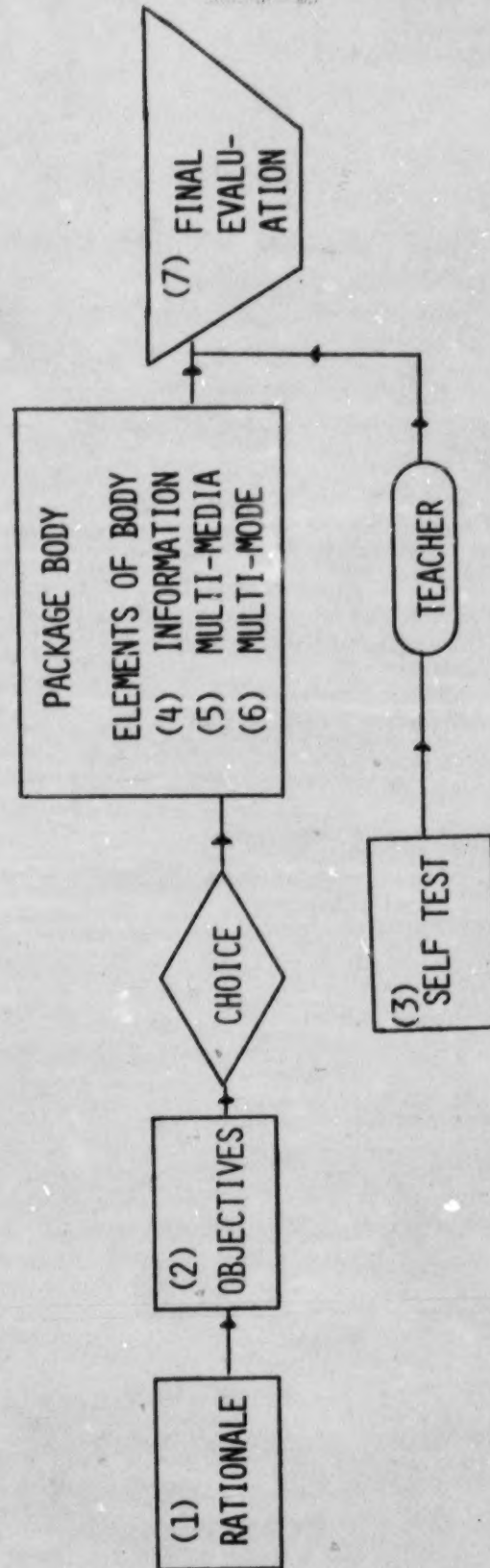
Choice A.

Proceed to your resource center and look up books available in the card index file pertaining to activities and/or mode for the specific concept, phase or primary idea you have developed. Write these into the package you are developing.

Choice B.

List and preview three available slide, film-strip, or motion pictures directly related to the specific concept, phase or primary idea you have developed. Write these into the package you are developing as an activity.

BASIC FLOW CHART



WHERE CAN YOU GO FROM HERE . . .

ACES Lap Catalog. North Haven, Connecticut: Educational Resources Center, 1973.

Four thousand LAPs by subject areas and grade levels are catalogued in ACES. Each LAP is based on one objective and applies to a single learning activity, such as "placing quotation marks" or "identifying different kinds of sea shells." Teachers find this catalog a most useful reference source when seeking instructional materials on specific learning topics. The learning activity packages can be ordered from Educational Resources Center. They will arrive in 4" by 6" microfiche forms and may be housed at a central location in a school for easy accessibility of staff members. The catalog is an excellent resource to have in a teachers' room or staff library.

Coppedge, Floyd and Stephen Tegarden. "Teaching Learning Units: Solution or Problem," NASSP Bulletin, 58 (March 1974), 44-53.

Learning packages are "teaching-learning units" in this article because the authors believe this term more accurately conveys the intended purpose- to guide both the process of teaching for the teacher, and the process of learning for the student. When teaching-learning units are properly developed and implemented, they provide a plan for both teaching and learning, facilitate the achievement of an individualized instructional system, account for individual differences in the instructional planning, and provide a guide to the curriculum for a given school.

In order to ensure high standards, five steps for quality control are recommended:

- 1.) follow a consistent format;
- 2.) having agreed on the topic to be covered, always begin with the concepts to be included in the study;
- 3.) the provisions for evaluation (pre-and post-tests, and self-evaluation) should place strong emphasis on diagnosis of learning progress and instructional improvement rather than be limited to the assignment of final grades;
- 4.) when writing learning objectives, make certain that the objectives are as specific as needed to give clarity to the learning expected and to the conditions for evaluation;
- 5.) every package should include the teacher in at least one of the learning activities;
- 6.) provision for further study should be encouraged.

Dunn, Rita, and Kenneth Dunn. "Developing Contract Activity Packages (CAPs)." Practical Approaches to Individualizing Instruction: Contracts and Other Effective Teaching Strategies. West Nyack, New York: Parker Publishing Company, Inc., 1972, 119-148.

The authors add a new dimension to the learning activity package idea. From their perspective, "...when an initial diagnostic test, a self-test and a terminal assessment are added to the basic contract, the contract becomes a contract activity package or CAP."

After illustrating each of the components of a CAP with examples, case studies of children with unique problems are examined. These children require contract activities independent from the basic curriculum in order to meet their needs. Different contract designs are essential and vary depending on the age and ability levels of students.

For the teacher who feels the idea is good, but asks, "How do I begin?," twenty-three basic steps in CAP development are listed. A sample Contract Activity Package is included for reference.

As a final note, the authors caution that while it is desirable for students to learn at their own rate and pace, continuous independent work without peer-group interaction is not the aim of individualized instruction. Every child's day should incorporate peer-centered discussions, cooperative projects, and group decision-making. CAPs must be used wisely and not overdone.

Gilstrap, Robert L., William R. Martin. Current Strategies for Teachers: A Resource for Personalizing Instruction. Pacific Palisades, California: Goodyear Publishing Company, Inc., 1975.

Current Strategies is a slick reference which identifies twelve basic teaching strategies. For each strategy, it points out some advantages and disadvantages, gives specific classroom examples using case study methods, and includes annotated references. The design of the book is such that one can begin reading it at any strategy that appeals to one's interest or need. The strategies include: lecture, discussion, drill and practice, independent study, group investigation, laboratory approach, discovery, the learning center, simulation, behavior modification, performance based learning activity package, and Do-Look-Learn.

The section on Performance-based Learning Activity Packages includes as very useful Competency Worksheet for Planning and Observing which a teacher may use as a checklist. The authors, having researched the area well, state some significant advantages and disadvantages to be considered in adopting this strategy.

Kiminzuka, Sumako. "Preparing Learning Activity Packets for Individualized Instruction: Student Contracts' Approach". Los Angeles, California (March 17, 1973), ED 081 284.

Although this article is focused on the use of LAPs and contracts for advanced language instruction (specifically a Japanese language program at the high school level), it has ramifications for all instructors interested in individualization.

The author includes the important features of individualization, the values of individualization, a description of instruction in action, ways to develop learning activity packets, and a sample LAP.

McLean, Harvard W. and David L. Killian, How to Construct Individualized Learning Pacs, Dubuque, Iowa: Kendall/Hunt Publishing Company, 1973.

Many teachers agree with the philosophy of individualized instruction but need practical and specific information on how to implement programs in the classroom. The authors of this book address themselves to this need.

After an introductory description of the characteristics of learning pacs and a review of the available literature, an "auto-instructional" step-by-step experience in learning about pac design is provided. Additional information on the components of different kinds of pacs, criteria for evaluation, recommendations, and representative packages is included. This is a basic reference if one is beginning to use Learning Activity Packages.

Munath, Richard and E. Bruce Meeks. An Educator's Guide to the New Design. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1971. PP. 173-86.

By utilizing learning activity packages to teach teachers how to implement various individualization strategies, the authors provide an actual experience in individualized instruction. The learning activity package on learning packages contains the following: rationale, definition, overview, characteristics, ways to develop and use the package, and suggestions for selecting package materials.

The behavioral objectives of the package state that at the end of the instruction, the learner (teacher/administrator) will be able to:

- 1) define the five distinguishing characteristics of a well designed learning package;
- 2) distinguish between the types of learning packages advocated by the different user groups;

- 3) name at least three ways that learning packages may be used in a school situation;
- 4) construct a flow chart and briefly explain the main steps involved in developing a learning package;
- 5) construct and explain a model for continuous progress in classroom learning.

Try this learning package. You may just share some perceptions with your students.

"Project 80: Learning Activity Packages. Final Report, 1972," Federal Way School District 210, Washington, ED 081 180.

The staff of a Federal Way high school was trained to write, revise, and adapt enough LAPs to provide for approximately 70% of the basic curriculum. Emphasis was placed on using community resources.

This article is especially interesting in reporting the benefits acquired during the project -- increased teacher respect for what individual students can do on their own, closer staff-parent relationships, improved student behavior, a decrease in drop-out rates, decreased discipline problems and vandalism. Schools embarking on such an activity will profit from reviewing this study.

INDIVIDUALLY-GUIDED EDUCATION

INDIVIDUALLY GUIDED EDUCATION

DEFINITION:

Individually Guided Education is an organizational and instructional system for individualizing instruction. Seven major features of the system distinguish it. They are:

- 1) The multi-unit organizational structure provides for educational decision-making at several levels and open communication among students, teachers, and principals. More specifically, teams of teachers working with groups of students and aides form units. Unit leaders, working collaboratively with the administrator, form instructional improvement committees.
- 2) A model of instructional programming for the individual student aids teachers in planning and carrying out an instructional program for each student. Student levels of achievement, learning styles, and motivation levels are determined and used in specifying instructional objectives for each student.
- 3) A model for developing measurement tools and evaluation procedures includes preassessment of children's readiness; assessment of progress, and of final achievement. Feedback to the teacher and the child and evaluation of the IGE design complete the model.
- 4) Curriculum materials, related statements of instructional objectives, criterion-referenced tests and observation schedules are among materials which can be adopted or adapted.

- 5) A program of home-school communications re-inforces the school's efforts by generating the interest and encouragement of parents and other adults whose attitudes influence pupil motivation and learning.
- 6) Staff development training designs within schools, districts, and state education agencies create facilitative environments in which personnel can prepare for new roles.
- 7) Continuing research and development activities function to improve programs. Each building involved in IGE continually innovate and evaluate programs.

PURPOSE:

This activity is designed:

- to provide participants with experiences in one organizational alternative -- Individually Guided Education.

OBJECTIVES:

As a result of their involvement in the experiences, participants will:

- 1) be able to identify the major components of the IGE process and the multi-unit school concept;
- 2) be able to define the IGE learning cycle;
- 3) be able to compare the IGE process with that which was seen in the film "Square Education";
- 4) identify some next steps (if applicable).

TIME:

2 hours

MATERIALS:

16 mm. projector

Screen

3-4 filmstrip projectors

Overhead projector

Film: "Square Education" (12 mins., color, TYO Prods.)

Filmstrip/Cassette Tape: "Organized for Learning"
(14 mins., color, I/D/E/A)

Kit (filmstrips and cassette tapes): "Individually
Guided Education -- Program Materials" (14 filmstrips
and tapes, color, I/D/E/A)

Handout I - "Organizational Chart" (p. 455)

Handout II - "Instructional Programming Model for IGE" (p. 457)

Handout III - "Team Decision-Making" (p. 459)

Transparency I - "The IGE Learning Cycle" (p. 461)

STIMULI:

Film "Square Education (12 mins., color) TYO Prods., 1971.

This film is a biting satire of self-contained, robot-like education. Through quick photography, exaggerated behaviors and country-western music, we view the sad but embarrassingly true-to-life experiences of children in some schools.

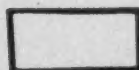
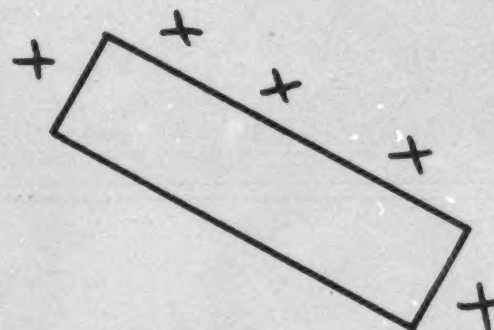
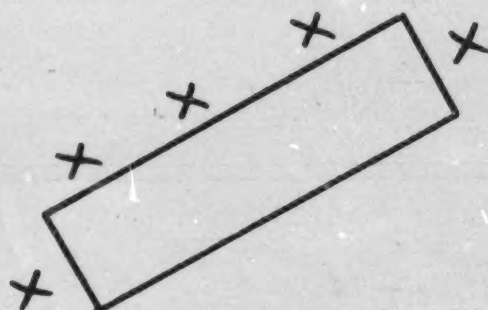
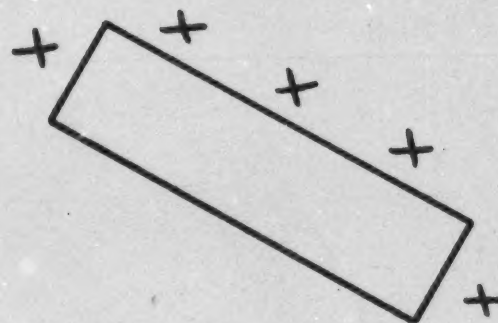
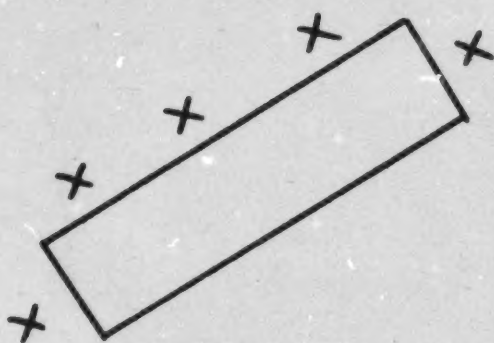
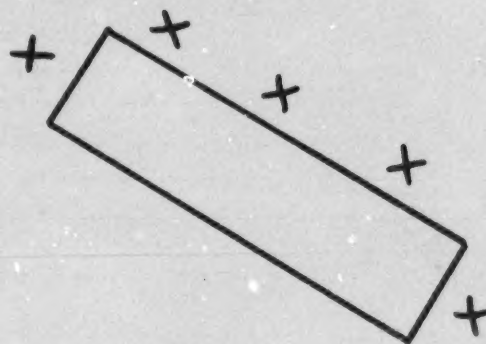
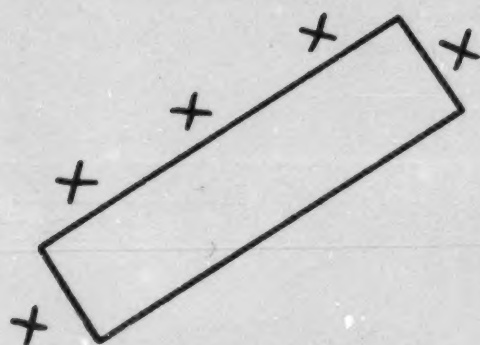
Filmstrip/Cassette Tape: "Organized for Learning,"
(14 mins., color) Institute for Development of
Educational Activities, Inc., 1971.

The concept of the multi-unit school, the roles of the principal and staff members are clearly defined in this presentation. As an informative overview of the IGE process, it emphasizes shared-decision making, effective communication designs, and most importantly shared responsibility for helping to identify appropriate learning experiences for each child.

Teacher units are seen pooling, critiquing, and planning. Unit leaders, functioning as team spokespeople, work collaboratively. The principal becomes a true instructional leader -- a catalyst for the entire school.

ROOM ARRANGEMENT:

5-6 participants per table.



Projector

Screen

PROCEDURES

NOTES

1. Conduct a small-group sharing session. Ask the participants to gather in trios and to share with each other a satisfying teaching experience during the last month. Each person should take no more than two minutes to tell of his/her experience. The other two members of each group actively listen. Make sure each group member has the opportunity to share an experience. This experience is intended to create a positive, receptive climate. No critique is necessary. When each trio completes sharing, move to the next step.
2. Show film "Square Education" (12 mins.). No introduction or follow-up discussion is necessary due to the film's obviousness.
3. Explain to participants that the main purpose of this session is to investigate one individualized organizational alternative -- Individually Guided Education. The two previous experiences helped to set the stage.
4. Show filmstrip "Organized for Learning" and play accompanying tape (14 mins.).
5. Conduct a review/discussion distributing at appropriate times (but separately):

Handout I - "Organizational Chart" (p. 455)

Handout II - "Instructional Programming Model
for IGE" (p. 457)

Handout III - "Team Decision-Making" (p. 499)

Use Transparency I - "The IGE Learning Cycle."
(p. 461)

PROCEDURES (Cont.)

NOTES

Some appropriate discussion topics are:

- the role of the principal in an IGE school;
- the meaning of the multi-unit school
- the instructional decision-making (what, who, how)
- Roles: the Unit Team, the Instructional Improvement Council, the Principal
- How this organizational pattern facilitates individualizing instruction
- A comparison between "Square Education" and the filmstrip-tape "Organized For Learning"

6. Announce that the "Individually Guided Education Kit-Program Materials" (14 Filmstrips and tapes are available for viewing/listening). Ask participants to make selections of one or two that are of interest and to form small groups for viewing/listening and discussion (30-45 minutes).

7. Conduct a "where-have-we-been" session.

During this session, the facilitator:

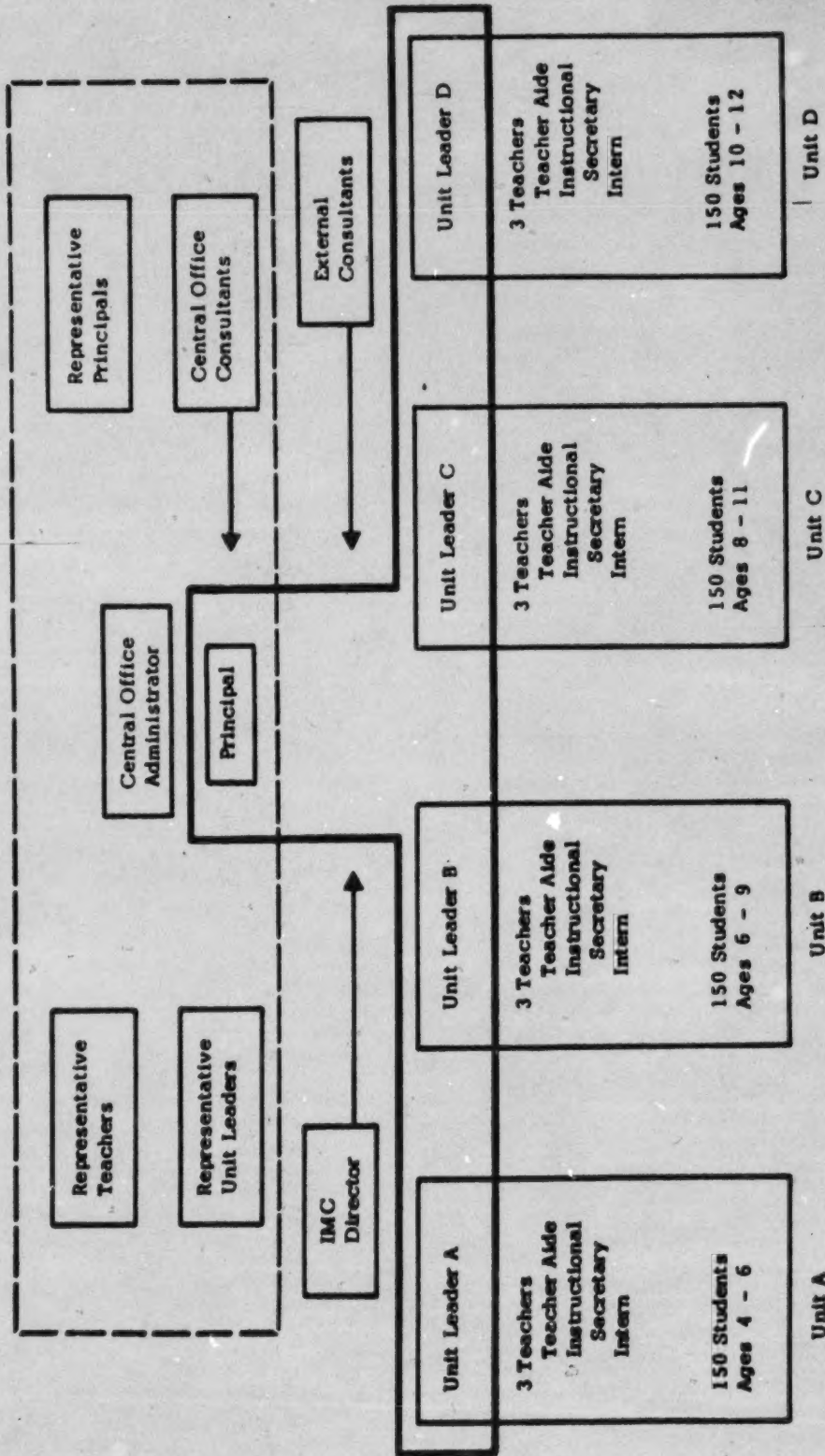
- re-identifies the purpose of the session;
- reviews the activities sequentially;
- asks representatives from small viewing/listening groups to give brief perceptions of their experiences;
- begins to identify next steps if needs are identified -- (newsprint lists are recommended).

8. As a final activity ask each participant to share one word which describes their experience during this activity.

As facilitator, accept the word. No comments or criticism should be made. This is large-group sharing activity which helps to develop a sense of "groupness" -- (openness, sharing, etc.).

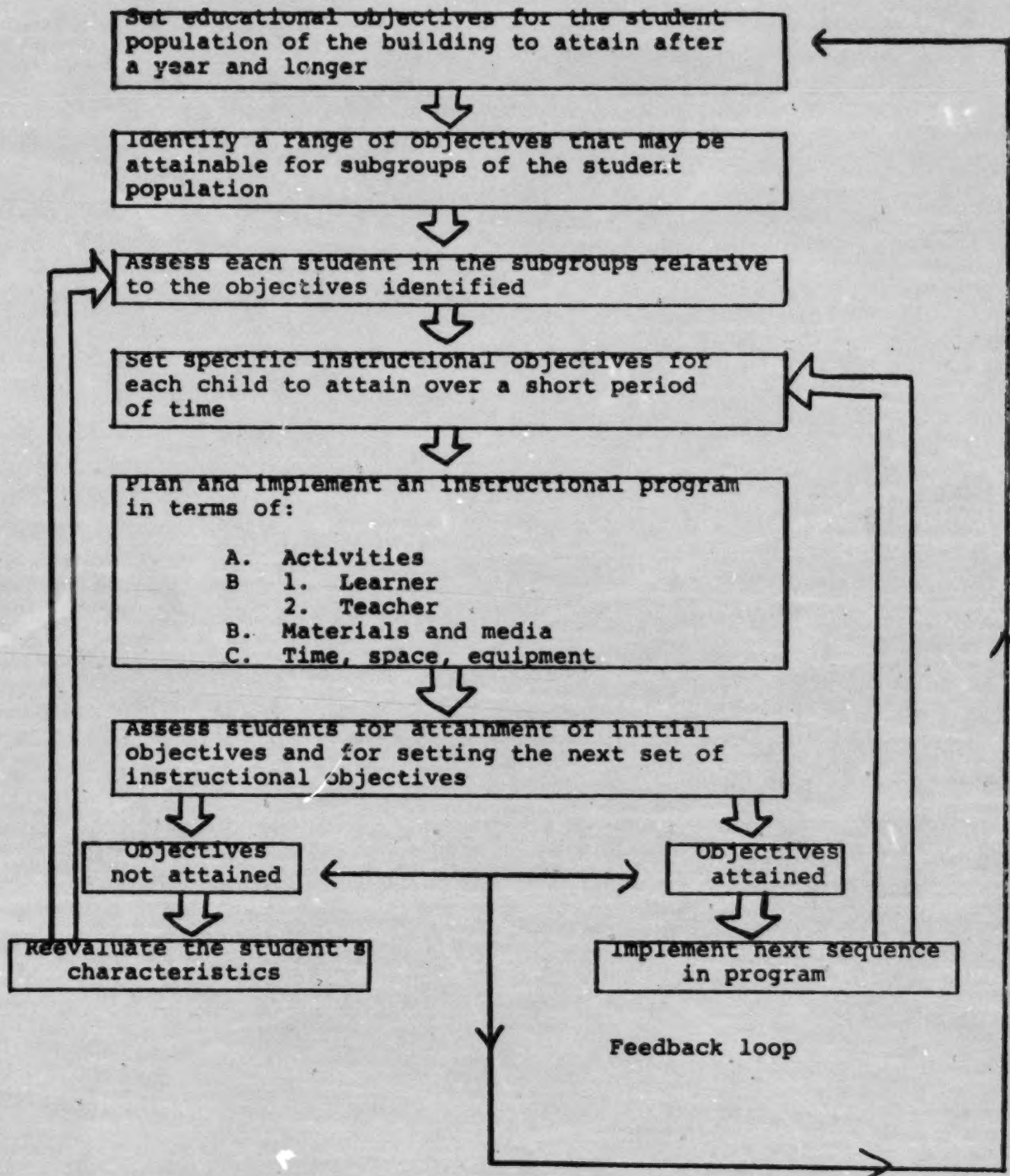
ORGANIZATIONAL CHART

ORGANIZATIONAL CHART OF A MULTIUNIT SCHOOL OF 600 STUDENTS



— Building Instructional Improvement Committee
 --- System-Wide Policy Committee

Instructional Programming Model for IGE

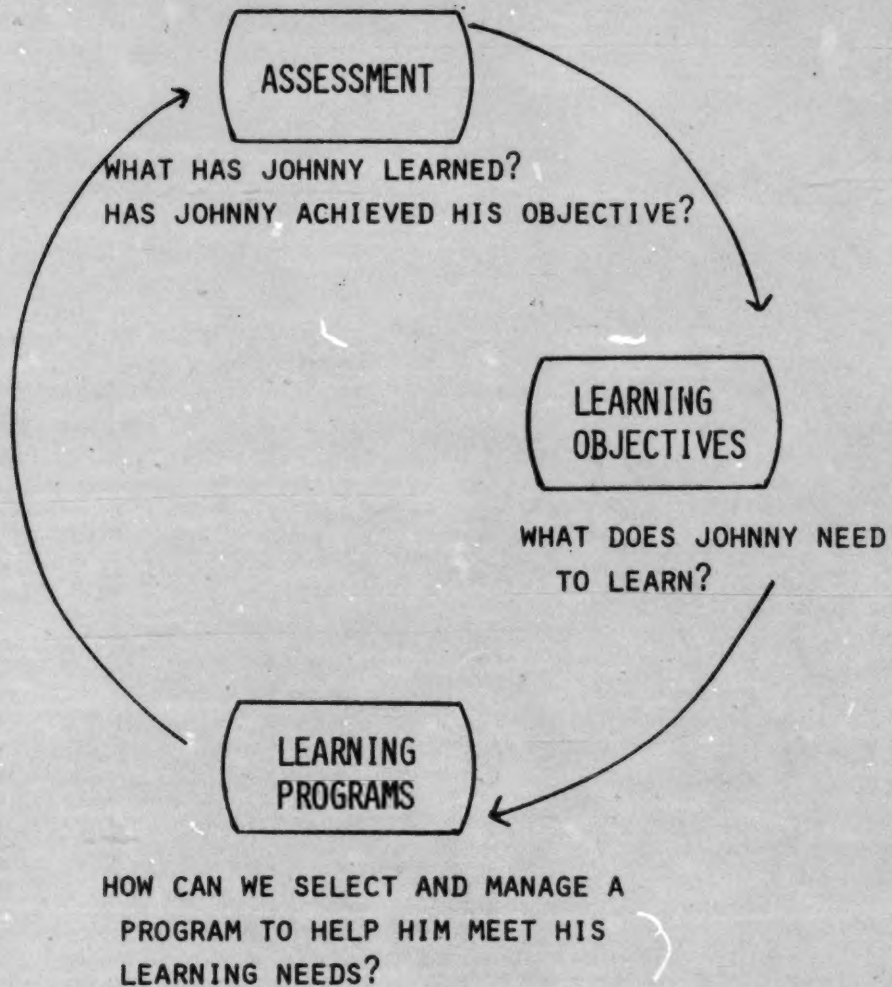


TEAM DECISION MAKING

1. Assessment of the children is done by the whole staff.
2. Decisions based on that assessment are made by the staff with each teacher contributing his knowledge of the children and his particular competency.
3. The grouping and the regrouping of children, based on pre- and post-instructional assessment determined by the staff.
4. Group decision making leads to a wider choice of alternatives, higher quality decisions, and more effective implementation.

TRANSPARENCY I -
"The IGE Learning Cycle"

THE IGE LEARNING CYCLE



WHERE CAN YOU GO FROM HERE...

"Charlie and the Golden Hamster: The Non-graded Elementary School," (13 mins., color) Dayton, Ohio: Institute for Development of Educational Activities, 1976.

Guiding concepts of a non-graded elementary area presented in this film. The importance of matching the individual child with her/his particular learning style is emphasized.

IGE: Focus on the Multiunit School. Madison, Wisconsin: Wisconsin Research and Development Center for Cognitive Learning, 1974.

In twelve pages, this eye-catching brochure describes the basic features of the multiunit school. One of seven components of IGE, the multiunit school "is the instructional and administrative organization that enables educational decision making, open communication, and accountability to occur at appropriate levels of the school system."

Attractive photographs of children in learning situations maximize the appeal of the material presented.

Klausmeier, Herbert J. "IGE: An Alternative Form of Schooling." Systems of Individualized Education. Berkeley, California: McCutchen Publishing Corporation, 1975, 48-83.

Individually Guided Education has proven to be an effective alternative to age-graded self-contained classrooms in elementary and middle schools. Klausmeier provides an overview of the system; its major components, its origin and diffusion, formative evaluation, and directions in the 1970's.

Klausmeier emphasizes requirements IGE must meet in order to continue providing a viable alternative to schools in the future. Teachers need to receive extensive in-service education on individualization. Compatible curriculum materials that are inexpensive and do not rely so strongly on verbal instruction must be developed. Economically feasible computer-managed instruction is also a necessity. And finally a greater co-operative effort must take place involving state education agencies, teacher education institutions, and local school districts.

Klausmeier, Herbert J., Mary R. Quilling, Juanita S. Sorenson, Russel S. Way, and George R. Glasrud. IGE: Individually Guided Education and the Multiunit Elementary School-Guidelines for Implementation. Madison, Wisconsin: Wisconsin Research and Development Center for Cognitive Learning, 1971.

Any school seriously contemplating adoption of the IGE system will find this book's comprehensive discussion of the entire process a valuable source of information. In the IGE school, eight general conditions are desired:

- 1) Attention is focused on the individual learner as a person with unique characteristics, concerns, and motivations.
- 2) Curriculum materials are selected to accommodate varying learning styles.
- 3) The basic instructional and administrative units are small enough to allow every staff member to be known and treated as an individual and large enough to permit role differentiation and complementarity of contributions.
- 4) There is a good reconciliation of the values of autonomy and accountability, small group responsibility and inter-group coordination.
- 5) Teachers and other educational personnel employ problem-solving processes to identify and satisfy the educational needs of individuals-both in the student body and on the staff.
- 6) The educational program takes home and neighborhood conditions into account.
- 7) The school building is constructed or remodeled to facilitate IGE practices.
- 8) Provisions for staff development are an essential part of the approach.

In order to achieve these conditions, specific guidelines for implementation are explained in detail.

Klenke, William H., An Exploratory Case Study of the Multiunit School and the Instructional Programming Model: Power, Resources, Values. Technical Report No. 349. Madison, Wisconsin: Wisconsin Research and Development Center for Cognitive Learning, 1975.

This exploratory study examines two components of Individually Guided Education, the multiunit school and the Instructional Programming Model, as their characteristics related to a third component, home-school-community relations.

"The multiunit school is an organizational and administrative arrangement of staff and students that facilitates instructional programming for the individual student as well as other related IGE practices. It consists of five underlying characteristics: multi-age grouping of students, nongradedness, teaming, differentiated staffing, and shared decision making. The Instructional Programming Model is a cyclic seven step process used to plan, implement and evaluate instructional programming for children. It has four underlying characteristics: Instructional programming, continuous progress, criterion-referenced assessment, and pre-assessment."

Some interesting conclusions are drawn which point the way to a need for better training programs, more research and a better understanding of what IGE means for children.

1973-1974 Bibliography of Publications. Madison, Wisconsin: Wisconsin Research and Development Center for Cognitive Learning, 1973.

and

1974-1975 Supplement to the 1973-1974 Bibliography of Publications. Madison, Wisconsin: Wisconsin Research and Development Center for Cognitive Learning, 1975.

The publications listed in this bibliography reflect the mission of the Wisconsin Research and Development Center- to help learners develop as rapidly and effectively as possible their potential as human beings and as contributing members of society.

If you are seeking specific research, developmental, or curricular references on the philosophy, organization, and structure of an individually guided education, the carefully annotated entries in this bibliography provide a very useful source of information. Not all of the material focuses on IGE as a formally instituted program but rather reflect the concept of an education that is designed to meet the needs of each child.

Filmstrip/Cassette Kit: "Individually Guided Education: Filmstrip Kit, I/D/E/A Change Program Materials," Dayton, Ohio: Institute For Development of Educational Activities, Inc., 1971. (14 filmstrips/ cassette tapes).

This kit provides the basis for an in-service program to assist teachers and administrators. A study guide containing the script and purposeful discussion questions accompany each filmstrip/tape.

Each of the following filmstrips/tapes highlights an aspect of the program:

- "The IGE Learning Program"
- "IGE Implementation"
- "IGE: A Reach for Tomorrow"
- "The IGE League"
- "IGE: Learning Modes"
- "Performance Testing and Observation"
- "Communicating with Parents"
- "What It's Like to Be in IGE"
- "The IGE Planning System"
- "Managing the IGE Learning Program-II"
- "Managing the IGE Learning Program-III"
- "Organized for Learning"

"The Strategies of Small-group Learning," (26 mins., color), Dayton, Ohio: Institute for Development of Educational Activities, 1971.

This film describes a fast-paced look at an exciting instructional mode which many educators use but have not had opportunities to study formally. One readily sees how learning in the small group can be used as a unique independent process. This inside look is instructive and demonstrates the following small-group strategies:

- the task or committee group
- the didactic group
- the tutorial group
- the discursive group
- brainstorming
- the heuristic group and
- the Socratic group

Roles of teachers and students are clearly defined. A study guide contains explanations of each technique with diagrams.

ROLE-PLAYING AND SIMULATION

ROLE PLAYING AND SIMULATION

DEFINITION:

By using role-playing and simulation activities in the classroom, it is possible to take people safely through imaginary situations in order to learn about the many facets of feeling and reacting behavior, of defining alternatives, of exploring consequences, and finally choosing a course of behavior in decision-making. This specific activity is based on a simulation game CHOICE (Creative Learning Systems, Cleveland, Ohio, 1971). Players are asked to become members of a Teachers' Committee which has been asked to recommend to the administration how a former classroom, now available as a "free" area, should be used during the coming year. Who should have access to the room? What sort of activities should take place there?

The game highlights the effects on goal accomplishment of these behaviors and the "hidden agendas" that emerge. This activity is appropriate for staff development.

PURPOSES:

This activity is designed:

- to make players more aware of how roles affect the group process;
- to make players more sensitive to the issue of "hidden agendas";
- to provide players with decision-making skills.

OBJECTIVES:

Having participated in the simulation activity, players:

- 1) will be able to identify the specific role behaviors included in the exercise and how they affected the planning simulation;

- 2) will be able to identify behaviors most helpful and least helpful to the group process;
- 3) will be able to articulate "I learned that ..." statements about group decision-making.

TIME:

1 - 1/2 hours

MATERIALS:

Cassette Tape Recorder

Choice: A Game For Change (tape, players pad, role cards, intervention card, debriefing card)

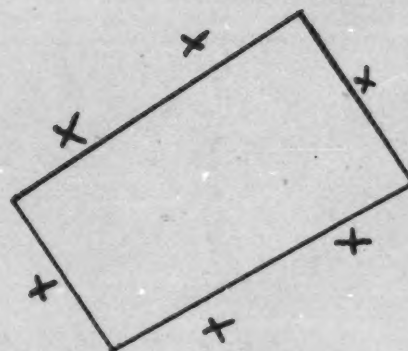
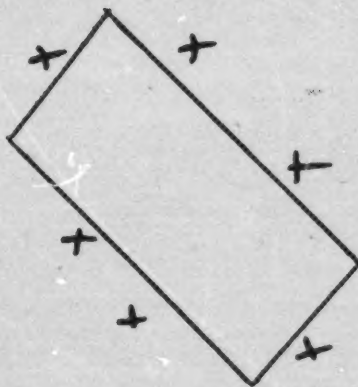
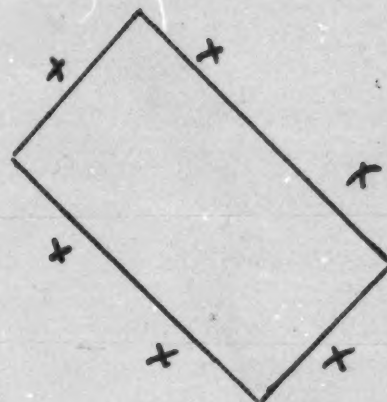
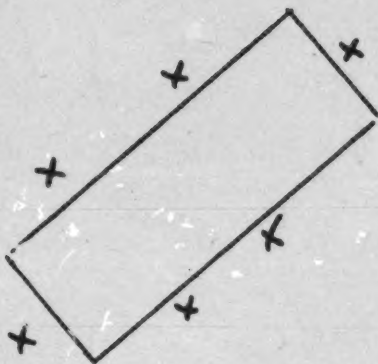
Newsprint (Optional)

Markers (Optional)

ROOM ARRANGEMENT:

Tables for six to nine players.

ROOM ARRANGEMENT



PROCEDURES	NOTES
1. Familiarize yourself with the steps and materials involved in playing the simulation game CHOICE. 2. Explain the purpose of simulation: participants project themselves into an imaginary situation in order to learn some things about how decision-making groups often function in real-life situations. 3. Define the Situation and the Task of the simulation. Distribute one copy of <u>Choice Players Pad</u>. <i>One copy of "Choice Players Pad" may be distributed to participants first and then reviewed as a total group. The other option is to review as a total group first and then distribute individual copies. A third option is to draw a large floor plan to be placed on the wall of the room in which the simulation is taking place. If the third option is feasible, provide the Situation and the Task on newsprint as well.</i> <i>"Choice Planning Sheets" may be distributed so participants have a copy of the Situation, the Task, and a Diagram of Room 143.</i> 4. Ask participants to form committees of six to nine and to gather around a playing table. 5. Discuss the rules of "role-playing" and the necessity to "stay in character" throughout the simulation. Answer any questions. Be sure to present the activity as non-threatening.	

PROCEDURES (Cont.)	NOTES
6. Assign role cards to individuals being sure to conceal the cards from all other participants. Each individual should read the role behavior and consider the position he/she is taking on the simulation task and situation. Answer all questions. <i>The role functions are: a harmonizing role; a leader's role; a clarifier's role; an evaluator; an information-giving role; a task-restater (aspiring leader); a disrupter's role; a gate-keeper; and a withdrawer.</i> <i>Ensure that each participant understands the role he/she is assuming. Do not discuss the specific roles with the entire group; all roles remain confidential until the Debriefing Session. You, as facilitator, should have previously reviewed the entire simulation and familiarized yourself with all roles. Play both sides of tape which is included in <u>Choice</u>.</i> 7. Have participants begin playing. (Optional: monitor to ensure players are "playing" their roles). <i>It is recommended that the facilitator have a low-profile during this activity. He/She, however, should be available to clarify any point.</i> 8. After approximately thirty minutes, give the Intervention Card to each group. They, in turn, are to give the card to the "leader" they identify. 9. The leader of each group will then lead the group in a focused discussion following recommended guidelines.	

PROCEDURES (Cont.)	NOTES
<i>It is essential that each group "leader" use the discussion guidelines and any other issues the group wishes to deal with. Stress to each small group that they should include in their discussion how their respective assigned roles effect the group process.</i> 1) <i>How did the group function?</i> 2) <i>Which behaviors were most helpful to the group: Which impeded progress?</i> 3) <i>Did the group adhere to the task?</i> 4) <i>How did the "hidden agendas" effect accomplishment of the task?</i> 5) <i>Did you feel part of the process?</i> 6) <i>Were you able to "stay in" your role? Were you comfortable/uncomfortable in it?</i> 7) <i>Did this experience remind you of any real-life situations in which you have been?</i> 10. (Optional) A large-group discussion period may follow with some "I learned that ..." statements.	

WHERE CAN YOU GO FROM HERE . . .

Boocock, Sarane, S., and E.O. Schild (eds.). Simulation Games in Learning. Beverly Hills, California: Sage Publications, 1968.

This collection is an account of recent thinking and findings on simulation games. Part I includes contributions which support the rationale for the use of games in education. What kind of ideas can be transmitted in the classroom by simulation? What kind of behavior is evoked in the game? These are among the questions answered.

Parts II and III include some helpful game descriptions -- (e.g. teaching history by a simulated Civil War game, a parent-child simulation, etc.). Especially noteworthy are contributions by Clark Abt ("Games for Learning"), and E.O. Schild ("Interaction in Games").

Most of the book, however, is research-oriented and as such is useful only if one is devoting considerable time to simulation games in the curriculum.

Chesler, Mark, and Robert Fox. Role-Playing Methods in the Classroom. Chicago: Science Research Associates, Inc., 1966.

Both the theoretical underpinnings and practical applications of role-playing are considered in this work. Role-playing is a technique designed to improve the learning atmosphere in the classroom. It "provides the student with a dramatic confrontation and clarification of:

- 1) his relations with others;
- 2) his information about and expectations of society;
- 3) his evaluation of himself and his life style; and
- 4) the ways in which academic material may be relevant to his daily tasks."

Chesler and Fox clearly state three sequential steps in the successful implementation of role-playing sessions:

- 1) Preparation and instruction (problem-selection, warm-up, and general instructions).
- 2) Dramatic action and discussion (role playing activity, follow-up discussion, and interpretation).
- 3) Evaluation (student and teacher analysis of successes and failures).

Each step is treated in detail with classroom illustrations. This is a good primary source book.

DeMille, Richard. Put Your Mother on the Ceiling: Children's Imagination Games. New York, New York: Viking Compass, 1973.

A guaranteed way to help stretch childrens' imagination is to select from this exciting collection of fantasy games. Children can explore, in spontaneous enactments, their inner selves. Guided discussions added to these games make them fun-learning experiences. Incidentally, the games are designed to be played both in and out of school.

Greenblat, Cathy, and Richard Duke. Gaming Simulation: Rationale, Design, and Applications. New York, New York: Sage Publications, 1975.

Both the theoretical aspects and the pragmatic interpretations of gaming-simulation are presented in this collection of essays. After a thorough examination of the nature, rationale, design, and construction involved in gaming-simulation, uses for teaching and training are explored. In addition, this volume discusses new applications in public policy, social research, and urban planning.

Teachers will be particularly interested in the section that addresses itself to the question, "what happens when students are taught with games?" The major outcomes of using simulation games fall into six categories:

- 1) motivation and interest;
- 2) cognitive learning;
- 3) changes in the character of later course work;
- 4) affective learning with respect to subject matter;
- 5) general affective learning;
- 6) changes in classroom structure and relations.

Gaming is presented as an extremely serious method that must be approached with caution and careful planning.

Ruben, Brent D., and Budd, Richard W. Human Communication Handbook: Simulations and Games. Rochelle Park, New Jersey. Hayden Book Company, Inc., 1975.

In order to become competent in communication, both a conceptual framework and experience-based learning are necessary. Ruben and Budd have integrated both components, but they do not intend for this book to serve as a communication primer. It is a collection of carefully selected and sequenced experience-based simulations, games, and

structured exercises designed "to foster an increased awareness of how communication works, and the part each of us personally plays in the outcomes." The theoretical underpinnings of the exercises are referenced in the extensive bibliographies that accompany each section of the book.

The simulations and games included are divided into three sections: "Personal Communication", "Social Communication", and "Mass Communication" and "Communication Systems". Personal communication focuses on the individual and implies a concern not only for how one communicates to others, but also how one is communicated with. Social communication (two or more persons involved) provides most of our knowledge, attitudes, beliefs, values, and opinions. Mass communication involves the production of messages or environments designed by a few for impact upon a larger audience.

Games and simulations have been found to be powerful tools for stimulating student enthusiasm and involvement. This is not meant to suggest that they solve all instructional problems. In fact, the authors caution that "managing experience-based games and simulations is, at its best, a difficult and trying task." With these words, they do not intend to dampen spirits, but rather to inject reality.

The simulations and games in this handbook can provide exciting communication experiences in the classroom, in the teachers' room, at home, and in the community.

Shaftel, Fannie, and George Shaftel. Role-Playing for Social Values: Decision-Making in the Social Studies. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967.

One of the most basic practical guides to the classroom teacher, Role-Playing for Social Values presents a spectrum of information which ranges from theory and methodology to an outstanding section of problem stories for role-playing dealing with such issues as honesty, respect and support of others, self-acceptance, and personal integrity.

If you've avoided role-playing on grounds that it belonged in the dramatics "slot" of the day or perhaps felt it had to do with areas (e.g. psychodrama) beyond the scope of the typical teaching-learning situation, this work will change your views.

Techniques and procedures for conducting role-playing activities are explored and culminate in a valuable "Checklist for Guiding Role-Playing" -- a step-by-step delineation of the process. The problem stories place children in social situations and end with dilemmas to be solved by the class. The situations provide motivation; role-playing gives children practice in decision-making; and the follow-up discussions provide evaluation of behaviors.

The Shaftels explain role-playing as an appropriate activity for any classroom. It succeeds in:

- 1) helping your people to analyze a problem of personal relations;
- 2) helping them to become more sensitive to the feelings of others;
- 3) helping them to become more alert to weighing probable consequences before acting; and
- 4) giving them safe opportunities to act on values.

This is both pertinent and practical. The results in role-playing are not always immediately obvious; however, psychological research convincingly demonstrates that it is an effective method to change "... deeply-held attitudes, values and even conceptions of self." (Pettigrew, 1964)

Sisk, Dorothy. "From the Classroom: Simulation: Learning by Doing Revisited," The Gifted Child Quarterly, XIX, 2 (Summer 1975), 175-180.

Ms. Sisk's initial position is that children learn naturally by playing with other children and that school programs should be built on the playing-learning process. Four key spinoffs of simulations form the basis of this article. They are:

- 1) children see the reason to learn during simulation;
- 2) simulation provides high motivation;
- 3) a high level of thinking is stimulated during simulations; and
- 4) competition and co-operation skills are learned.

Spolin, Viola. Improvisation for the Theater. Evanston, Illinois: Northwestern University Press, 1963.

This is the basic reference for creative dramatics and role-playing. See Open or Informal Classroom: Where Do You Go From Here . . . for annotation.

SIMULATIONS AND GAMESAuction. Cleveland, Ohio: Creative Learning Systems, 1973.

This reviewer has used Auction with various groups and it continuously proves to be a most effective values exploration activity. Players actually participate in an auction -- item selection, pre-bidding, and competitive (public) bidding. The items auctioned are life pursuits which one considers priority-items. For example, "fame," "a perfect family life," "inner peace," and "self-esteem" are among the "items" available. Through competitive bidding with a group, players realize the real-life implications.

Although this game is more appropriate for use with a staff or secondary group, a creative teacher can compile her/his own auction list for use in the classroom. Children may play a part in identifying "prized" areas.

Can of Squirms. San Diego, California: Pennant-Educational Materials, 1973.

Squirms, an exciting approach to role-playing, consists of a can of twenty "situation-dilemma" cards which set the role-playing stage for children. The elementary-primary Can includes situations between the child and an animal. Through conversational reasoning, the child must inform and educate the foolish animal. At all times the child is right and his confidence secure because the frame of reasoning is in a "people's world."

Revelation and discovery take place as the child engages in dialogue. In some Squirm situations, children must explain . . .

- to an owl why children cannot play all night long;
- to a snake that no one likes a sneak;
- to a monkey that acting silly isn't always fun

There is a competitive aspect of the game. Scoring Sheets, a three-minute timer, and Team instructions are included. However, best results occur when the teacher "lets things happen as much on their own as possible" in a non-competitive atmosphere. If you are looking to develop language, thinking, and self-confidence, try a can. Of course, the best situation -- dilemmas or squirms are those children write themselves!

Encapsulation. Cleveland, Ohio: Creative Learning Systems, 1972.

In this simulation, two participants assume contrasting roles based on cultural stereotypes and attempt to negotiate a compromise solution to a shared problem. Facilitators and observers relay to the role players judgments on the effectiveness of their argumentation and the extent to which they reveal themselves to each other -- overcoming their encapsulation on the way to conflict resolution.

Like Choice, this is recommended for use in staff development activities and the debriefing session should be handled with care.

Priority. Cleveland, Ohio: Creative Learning Systems, 1971.

Players are part of a group in a life-survival situation in a Florida swamp. They are forced to make difficult choices within a compressed time period. By ranking alternatives in order of their perceived priorities, the group has an opportunity to develop and afterwards analyze decision-making skills. Who becomes a leader? How did the group make decisions? How many talked more than listened? Were consequences discussed as alternatives were identified? Did each individual feel part of the group? These are some questions to spark off the discussion afterwards.

It is recommended that the leader listen during the activity and share his/her perceptions. This, again, is appropriate for staff activities but the creative teacher can rewrite the situation to fit the primary classroom.

Rosenblatt, Bernard S., and The Aesthetic Education Program, Cemrel, Inc.
Creating Characterization. New York: Viking Press, 1973.

Creating Characterization is a multi-media kit that directs the student's attention to one aspect of characterization, the expression of emotion. Facial expression, gestures, body movements, and vocal expression are some of the many ways in which an actor can theatrically express specific emotions in order to bring a character to life. Teachers guide students through a sequential series of lessons designed to develop these means of expression. Among the materials in the kit are masks that convey different feelings -- happy, sad, angry, surprised, pleased. One of the activities asks students to select a mask, put it on, and create simple movements that reflect the mask's facial expression.

As students become involved in these improvisations, teachers must emphasize that there are no right or wrong ways to express emotions. The intent of this program is not to develop performance skills but rather to participate in a process of consciously creating characterizations.

Using this kit requires careful thought and planning on the part of the teacher. It requires sensitivity, gentle prodding, and lots of positive reinforcement to make it work. If you are willing to put in the effort, you and your students will begin an exciting venture into the realm of imagination.

A BIT OF HISTORY

A BIT OF HISTORY

In late 1972 the result of a needs assessment survey indicated to the Educational Improvement Center of Northwest New Jersey that there was a need to design and implement a series of program activities in the area of humanizing and individualizing learning. The project was planned in three phases. Phase I began with a series of ten conferences/workshops which raised the levels of awareness in the six-county region to alternatives in humanizing and individualizing instruction. These activities included formal lectures, demonstration lessons, seminars, and some training activities. Nationally-recognized and local educators participated as group leaders and more than 1300 educators attended.

Phase II activities included seventeen workshops, each eighteen hours in length and offered in three consecutive days. While still dealing with awareness, these three-day workshops provided in-depth exposure and involvement with specific program strategies in humanizing and individualizing. Activities emphasized group discussions, film viewings, simulations, planning sessions, demonstration lessons, and other kinds of training experiences.

A second dimension of the Phase II activities emerged. The individual modules, fourteen in all, which comprised the three-day workshops were redesigned into one-day sessions. These, too, were well attended and eventually became in-service training designs for districts.

A third phase stressed in-depth training experiences. Specific schools which were interested in strategies in humanizing and/or individualizing were identified by the Center. They worked closely with Center personnel in planned programs of change including stages in assessment, goal-setting, program objectives, implementation, monitoring, and evaluation.

This Handbook contains some Phase III training modules in humanizing and individualizing instruction. The modules are designed for use by educational leaders. Focusing on awareness, they can be used in elementary and some middle school settings.

HUMANIZING
AND
INDIVIDUALIZING:
AN ANNOTATED BIBLIOGRAPHY

AN ANNOTATED BIBLIOGRAPHY

Allen, Dwight, "A Baker's Dozen. Educational Alternatives," Phi Delta Kappa, 57 (September 1975), 33-36.

Thirteen alternatives are offered as "... ideas which could be implemented in the next six months if a school system wanted to. They offer the opportunity to introduce significant change without threatening anyone or demanding additional resources." Most of these options require little preplanning and almost no expenditure. They are based on some imaginative, risk-taking commitment to redefining education.

Allen, Dwight. "How You Can Individualize Instruction -- Right Now." Nation's Schools, 81 (April 1968).

Allen crisply challenges teachers and administrators to try any three of fifteen suggestions for bringing flexibility to curriculum. Some are:

Roadblock Removal - defining total procedures to minimize a student weakness (e.g. encouraging a student who doesn't write well to dictate a taped report.

Exceptional Sequences - consider having students waive prerequisites; experiment.

Substitute Assignments - give students set performance criteria and allow them to select alternative procedures to accommodate individual preferences.

The suggestions are straightforward and though they are often controversial, do deserve consideration.

Brown, George Isaac. Human Teaching for Human Learning: An Introduction to Confluent Education. New York, New York: The Viking Press, 1971.

This book is about one of the more significant efforts to adopt approaches in the affective domain. It is not the result of enormous research; it is not a handbook, a treatise nor an outline of a new curriculum. It is rather case-study information derived from the Ford-Esalen Project in Affective Education. The project's purpose

was twofold: first, "to assemble the various approaches to affective learning both from the variety of activities in Esalen's unique workshops and from other sources," and second, "to examine (and select) which of these approaches might be appropriate for the classroom."

Affective techniques are illustrated in a working context. Included is a detailed explanation of how "affective" components were woven into such areas as ninth-grade class so sensitively described by Gloria Castillo in "Eight Months in the First Grade: A Day-to-Day Journal in Confluent Education." In the chapter "Proceed with Caution," Brown explores some key concerns: "Does the Teacher or leader teach or does he manipulate? What is the real role of the teacher in "confluent" activities? What new responsibilities does she/he assume?"

This book is an introduction to confluent education -- what it is and what it can do. One of the difficulties involved in a book of this scope is "The problem of translating experiences in the affective mode -- feelings, emotions, attitudes, values -- into a cognitive mode -- the symbols and abstractions of words and phrases." Brown overcomes this hurdle in this reviewer's opinion. This is not a book about wishful thinking, pie-in-the-sky ideology, or pervasive myths about "sensitivity sessions." The significance of the affective dimension in human existence is dramatically obvious. And this is based on an assumption that the educational enterprise recognizes that "the individual can change, can grow, can become a more mature human being. Confluent education -- or the humanization of learning -- is vital and crucial; human teaching helps us know and "feel" that it is.

Charters, W.W. Jr., et al. "The Process of Planned Change in the Schools," Instructional Organization. CASEA Monograph No. 25. Eugene, Oregon: Center for the Advanced Study of Educational Administration, 1973.

Five substantive papers summarize the findings of two CASEA projects which focused on problems identified with staff reorganizations. Pellegin, one of the contributors, presents a detailed analysis of innovation (as it occurred) and some assumptions about organizations and people. Through case-study formats, the reader is able to explore what happens as staffs reorganize and the kinds of problems to anticipate. The change process is disquieting. This publication helps us to understand why; from it we can deduce some personal implications.

Chase, Larry. The Other Side of the Report Card: A How-To-Do-It Program for Affective Education. Pacific Palisades, California: Goodyear Publ. Co., Inc., 1975.

Larry Chase offers much to teachers who realize the inequities of our educational system and want to explore the exciting potentials of affective education. It is also a powerful tool for the teacher-in-training who is not so far removed from his own classroom experiences, and filled with the ideals of change.

The Other Side of the Report Card is an affirmative action plan for implementing an affective education program. Many of the ideas and tools are not original. The author states: "these ideas represent a synergy of the ideas of all the teachers I've worked with, all the workshops I've attended, all the books I've read, and mostly the thousands of kids I've rapped with in circles. That makes me the culminator, cultivator and communicator of ideas, -- not the source."

The book offers a smorgasbord of ideas. The beginning sections are concerned with introducing the idea of group approach to students and providing pointers to teachers concerning their own behaviors. Introductory awareness sessions are recommended. Each unit deals with areas that promote self-awareness and growth, understanding others, as well as survival skills needed to live and function in this ever-changing world.

The author also provides a section on developing lesson plans to further implement ideas in the book. To ensure positive outcomes, a final section entitled "What Ifs" provides a checklist of common problems with possible solutions.

Combs, Arthur W. "The Human Side of Learning," *Principal*, III (January 1973), 39-42.

Combs argues that learning is not a mechanical process, but a human one. People behave primarily in terms of their beliefs. Therefore, we must "take the students in as partners". A main part of making education relevant (a word in danger of becoming meaningless) is allowing the student to develop responsibility for her/his own learning. Another issue concerns self-concept. "We know that what a person believes about himself is crucial to his growth and development. We also know that a person acquires this self-concept from the way he is treated by significant people in his life. The student takes his self-concept with him to arithmetic class, to gym class ... everything that happens to him has an effect on his self-concept." Combs concludes, "Are we educators influencing that self-concept in positive or negative ways?"

Note: An interesting use of this article is to distribute it to a group. After everyone has read it and discussed its implications, have small groups of teachers and administrators share with each other things they perceive themselves doing to influence the development of a positive self-concept in the children they meet each day.

"The Comprehensive Development Process: Planning Kit." Cedar Knolls, New Jersey: Educational Improvement Center of Northwest New Jersey, 1975.

This planning kit was developed out of a need for an instructional system that would guide a school district through the development of a plan for completing successfully the first phase of the Comprehensive Development Process: Needs Identification and Prioritization.

With the understanding that there is no single Comprehensive Development Process strategy that will be suitable to all districts, this planning kit was developed to:

- 1) Provide a planning guide that will help a local district to complete a workable plan for any Comprehensive Development Process strategy.
- 2) Provide a model strategy that is partially planned already and needs only to be completed by the district.
- 3) Provide optional strategies for each step of a first-phase process. These alternatives are in the form of materials and information held on reference at the Educational Improvement Center of Northwest New Jersey.

Conrad, M.J., K. Brooks, and George Fisher. "A Model for Comprehensive Educational Planning," Planning and Changing, 4 (Spring 1973), 3-14.

Systems educational planning is relatively new. This thrust has been manifested by such ventures as federally-funded projects which call attention to planning at state and local levels. An increase in techniques and assessment projects also points to a more widely dispersed use of planning.

Most importantly, a comprehensive planning model is presented in this article which contains the following key steps:

- 1) establishing goals for the system;
- 2) developing and synthesizing alternative plans;
- 3) implementing and adjusting.

Although not included as a step in the model, a discussion of an evaluation stage appears.

Contemporary Curriculum for Small Schools: Report of a Summer Institute.
Oregon Small Schools Program. Salem, Oregon: Oregon Board of Education, 1971.

The Oregon Small Schools Program began in 1971 as a volunteer program with the goal of promoting new ideas and providing a forum for exchange between teachers and administrators. Among the packages that developed were an automated information retrieval system, art-by-phone and a mobile guidance lab.

The Program's annual summer workshop served as an intense dissemination activity. The theme of contemporary curriculum for small schools was aimed at dealing with the many needs and interests of the participants. Selections in this report represent major speeches given at the Institute, as well as papers presented by teachers attending the forum. A range of topics include student apathy, developing a media center, and innovations in home economics.

In his keynote speech, Dr. Richard Manatt of Iowa State University makes a case for instituting individualized curricula in schools. He pinpoints four areas of concern which must be examined. They are:

- traditional methods of instruction
- how we learn
- what motivates students
- teacher roles

The high point of his presentation is a model for individualizing education. Though not notably original, it is one the presenter sees as viable for adaptation. In brief, the model is comprised of five steps:

diagnosing needs, learning styles;
prescribing what students need to be motivated and learn;
applying realment;
self-testing;
adjusting-post-evaluation.

Dunn, Rita, and Kenneth Dunn. Educator's Self-Teaching Guide to Individualized Instruction Programs. West Nyack, New York: Parker Publ. Co., Inc., 1975.

The tested programs presented in this book show how to understand, organize, apply and evaluate individualized instructional programs. Step-by-step, the publication reports how to identify individual student learning styles, how to use them in diagnosing the best instructional methods, how to develop a learning style profile, and how to redesign the environment to accommodate differences in student learning.

Educational Programs That Work. Trenton, New Jersey: Department of Education, 1975.

This catalogue of demonstration sites of successful educational projects from across the U.S. identifies and describes projects that have been approved for dissemination nationally. Focal areas include: basic skills, career and vocational education, early childhood, educational management, and individualized instruction, alternative secondary programs and special education. Materials for most of these projects are available for perusal at the Educational Improvement Center of Northwest New Jersey.

Glasser, Robert. Schools Without Failure. New York, New York: Harper and Row, Publ., 1969.

Basic to Glasser's concepts are peer-group control with behavior, problem-solving, the development of attitudes toward and understandings of people. Positive approaches by teachers, open-ended discussions, and greater opportunities for student decision-making are fundamental to a school without failure. A warm, friendly, supportive environment affords people the opportunity to interact openly and grow in a responsible way. A school without failure is filled with success. And some of Glasser's credos about the self-worth of the child, the need for love, the teacher's role, etc. make this book a cornerstone in the humanistic movement.

Goodlad, John T., and Robert H. Anderson. The Nongraded Elementary School. New York, New York: Harcourt, Brace, and World, Inc., 1959.

In this volume Goodlad and Anderson codify the ideas of the non-graded school. Justification for the movement with illustrations,

curricular considerations, (e.g. grouping, analysis of learners and subject matter), the dimensions of reporting practices, case-study data, and articulated generalizations based on surveys and observations make this the basic reference in non-graded schools. The non-graded school creates a "framework within which ... the harmony among the learner, the subject matter, and the processes of learning ..." can take place.

Havelock, Ronald G. The Change Agent's Guide to Innovation in Education. Englewood Cliffs, N.J.: Educational Technology Publications, 1973.

This basic reference is a one-of-a-kind for any educational leader interested in any kind of change. Havelock suggests the following reasons for using this guide to the process of innovation:

- It provides a conceptual orientation, a way to organize your thinking and planning about specific activities.
- It gives you ideas on what things to look for (including things to avoid in yourselves, in your clients, in your procedures.
- It serves as a checklist-reminder on important aspects of the process which you might have forgotten or missed.
- It directs you to important literature and resource persons and organizations who have something to say about specific issues.
- It provides guidelines for measurement, evaluation, and diagnosis of the problems which confront you and your clients.
- And, it provides you with ideas about tactics and strategies that have been used successfully by others."

The guide is organized in the way in which the change agent works:

- Stage I - Building a Relationship
- Stage II - Diagnosing the Problem
- Stage III - Acquiring Relevant Resources
- Stage IV - Choosing the Solution
- Stage V - Gaining Acceptance
- Stage VI - Stabilizing the Innovation and Generating Self-Renewal

It is as good as it sounds. No school leader should be without it.

Heath, Douglas H. Humanizing Schools -- New Directions, New Decisions. New York, N.Y.: Hayden Book Co., 1971.

The author synthesizes his approach as one of psychologist and educator -- looking at the world-at-large and the educational process as a cause-effect relationship. The first portion of the book delves into the signs of our times: the alienation, boredom and meaninglessness that twentieth century man experiences. The author presents a profound and well-documented study of causes that have eroded the value of life. In essence, Heath sees us producing mindless, closed beings that will be carried away with the flow and ebb of the tides.

In later chapters, Heath presents a "model of healthy development" in which he identifies the experiences that young people need to become "flexible, educable adults." The model is "a blueprint for a community-centered school." Such a school will be a place where children will be able to develop a wider range of skills to become more integrated, total beings. "... learning will be highly experiential, exercising mental, physical and emotional energies." In such an atmosphere, mutuality and cooperation will reign supreme and give rise to real choices and experiences for students. The student will come away with the ability to evaluate and change himself as well as "society." This will only come about by "an honest response and openness to venturing and risk taking."

Hedges, William. "How to Individualize." New London, Connecticut: Crofts Educational Services, March 1972.

This professional report outlines realistic, capsulized steps for developing individualized programs: "Start small; use clear objectives; vary testing procedures; teach students how to work in groups and how to keep records, etc... And when all the sound and fury about the individualization of instruction have died away, what remains is the willingness of the teacher ... there is no magic about this."

Hitt, William D. Education as a Human Enterprise. Belmont, California: Wadsworth Publ. Co., Inc., 1973.

The purpose of this book is to present a humanistic approach to education. Through the uniting of science and humanness, a constructive approach to educational change is outlined. Education as a Human Enterprise addresses these questions: 1) What is the nature of human potentialities? 2) What are the characteristics of people who have achieved their potentialities? 3) What should the objectives of education be? 4) What type of instructional

process should be carried out to achieve the objectives?
5) How should the school system be managed? 6) What should be
done to effect constructive educational change?

Hitt offers a model for management. Five basic propositions of it are: "1) An educational system should be viewed as a community of all those individuals having a vital interest in the educational system; 2) The primary function of the educational manager is to facilitate the educational process; 3) The educational manager must be an effective human being; 4) Science based management can be adapted effectively to education; 5) The human and scientific dimension can be brought together through participative management." The model is then further developed to incorporate planning, programming, and budgeting. The author presents an interesting tool to evaluate the qualities of a humanistic school system. Employing this questionnaire provides a realistic assessment and diagnosing of the climate of a school.

How to Provide Personalized Education in a Public School. (16 mm., black and white) Malibu, California: Purpose Films.

This series of five filmed lectures on individualizing instruction continues to be a basic teacher-training reference. Goodlad and Hunter present theoretical foundations and practical applications in chatty, informative ways. The series consists of:

"Can Individualization Work in Your School System?"
Part I. 41 min. John Goodlad, narrator.

"How Can You Make Individualization Work In Your School System?" Part II, 35 min. Madeline Hunter, narrator.

"Why Are Team Teaching and Nongrading Important?"
Part III. 49 min. John Goodlad, narrator.

"How Can You Apply Team Teaching and Nongrading to Your School?" Part IV. 35 min. Madeline Hunter, narrator.

"How Can the Curriculum for Individualized Education Be Determined?" Part V. 35 min. John Goodlad, narrator.

The film presentation is obviously outdated (e.g. fashions, etc.) and unfortunately this sometimes blocks viewers' involvement. We recommend pointing out this fact before viewing. The content of these films is excellent. The series is available from Purpose Films, 26740 Latigo Shore Drive, Malibu, California, 90265.

Hull, Ronald. "Selecting an Approach to Individualized Education." Phi Delta Kappan, 55 (November 1973), 169-173.

Hull, using the theoretical model of Jack Edling takes four individualized systems -- IPI, IGE, PLAN and Open Classroom -- and presents ways to match school needs with the appropriate programs. Edling's model compares school versus pupil selection of learning objectives (what is to be learned), and school versus pupil selection of media for achieving the learning (how the objectives are to be reached).

To improve the likelihood of success in such individualized efforts, school decision-makers must first identify and clarify their objectives. To this end a continuum is offered.

Even if one is not committed to any of the four strategies listed above, one will find that Hull's perspective has implications to any individualized approach. It is a worthwhile position article.

Humanizing Education: The Person in the Process. Washington, D.C.: Association for Supervision and Curriculum Development, 1967.

The one observation we make on this publication is simply that it continues to be a vital and profound experience -- it crystalizes for the reader a whole new conception of just what teaching and learning can be!

Hunter, Madeline. "Tailor Your Teaching to Individualized Instruction." Instructor. (March 1970), 53-64.

Madeline Hunter offers a unique discussion of individualizing instruction. She concentrates on helping teachers to achieve the "perfect fit" -- the matching of the educational task (what is to be learned), the learner's behavior (what the learner will do to accomplish the learning), and the teacher's behavior (what the teacher will do to make the student's learning more efficient and more predictably successful).

Accepting as premises that students learn at different rates and that learning is incremental, she proceeds to explain to teachers the dimensions of diagnosing, methods of individualizing thinking skills, and interests. She also lists specific activities in sections called "Teacher Practice" to help teachers in the first phases of individualizing programs. Many suggestions match behaviors to activities.

Perhaps the most valuable portion of her article is her explanation of the third dimension -- ways for teachers to adjust Teaching patterns for individualization. An excellent list of self-examination questions is supported by specific practice activities. The article concludes with a set of ten basic questions and answers teachers might ask in developing programs.

Individualized Instruction: ESEA Title III Project in The Nation's Schools. Washington, D.C.: National Advisory Council on Supplementary Centers and Services, Summer 1974.

Teachers and project personnel report on their experiences and share their viewpoints on Title III ESEA projects on individualizing instruction. Articles show ways in which teachers can use classroom management techniques, diagnostic and prescriptive approaches, and training models in developing individualized programs. The information on national programs is extremely descriptive and informative.

Individualized Instruction: A Selected Bibliography. Dayton, Ohio: Institute for Development of Educational Activities, Inc., 1968.

This bibliography is another basic reference. Part I gives an overview of individualized instruction in which books and pamphlets and periodicals are annotated. Materials on individualizing in various subject areas constitute Part II. The third section contains a listing of specific individualized strategies, and the final section includes ten film titles.

Individualized Learning Bibliographies. Philadelphia, Pa.: Research for Better Schools, 1970.

Over 500 entries appear in this compact, up-to-date reference on individualizing instruction! Research for Better Schools brings together a wealth of quality references ranging from the works of Goodlad, Hunter, Brunce, Halt to unpublished research reports, copies of teacher guides, etc.. The volume includes sections on books, periodicals and book articles, pamphlets, reports, microfiche, papers and films. Although annotations are not included, this limitation does not seriously detract from this valuable contribution.

Kaufman, Roger. Educational Planning. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

Here is perhaps the most rudimentary, high-calibre book on planning. Kaufman writes in a simplified, "easy-to-stay-with" style and because of this, the reader will acquire a sound basis in the following:

- definitions of planning, systems, mission analysis
- major stages in educational planning
- systems models in individualizing instruction
- especially how to plan.

Kinsella, Mary, and Bernard W. Kinsella. In Search of Better Ways Through Individualized Instruction in Elementary Schools, Individualized and Staff Development. Rochester, N.Y.: The Genesee Valley School Development Association, 1971.

This unique booklet responds to the following questions: What is the meaning of individualized instruction and what are the most effective ways of achieving it? What factors are involved in the most effective utilization of staff and what means can be used to develop staff potential to its fullest?

Sharing highlights of their sabbatical travel in England and the United States, the Kinsellas bring together many complex factors involved in individualizing instruction.

A multitude of topics is explored and capsulized. Some are: British contributions to individualization, interest centers, record-keeping, goals and contracts, learning styles, independent study, integrated studies, peer-tutoring, organizational patterns, team teaching. Each topic is treated effectively. Case-study experiences, training programs, staff development and long-range planning activities are especially informative. All in all, this ambitious presentation of key concepts is simplistic, direct, and personal.

Koerner, T. (ed.). "Humanizing the Schools; Its Meaning, the Principal's Role, and Several Approaches," NASSP Bulletin, 56 (February 1972).

Vital to the schools involved in "humanized" programs is a viable definition. Wilhems, the first author, admonishes educators not to limit their concept of humanization to affection and kindness along. He emphasizes including dimensions of freedom, personal

autonomy and mutual respect. J. Lloyd Trump urges for further clarification of humanization. He offers options for a humane school and identifies issues to be resolved. The final article presents the view that a rigid curriculum be abolished and be replaced by one which affords more student options and interdisciplinary approaches.

The next series of articles draws into focus the role of the principal in instituting such programs. Richardson and Greer enumerate pitfalls encountered in developing a program and recommend some measures that can be taken. This article is followed by one which encourages the principal to re-adopt his original role as "master teacher." It also touches on how the principal may develop an environment conducive to student inquiry and humanness.

Learning: The Magazine for Creative Teaching. Palo Alto, Ca.: Education Today Co., Inc..

Learning -- we recommend a subscription if you need refreshing, honest, and stimulating material!

"Starting Points," a set of activities that centers around a significant theme, is actually a mini-unit of study which integrates subject matters into life-related learning experiences. "Swap Shop," is a useful collection of classroom-tested teaching ideas. "Thumbs Up," the section on high-quality, low cost resources, "Book Review" and the monthly feature contributions also help make this publication a must. We point especially to the following four issues as typical of Learning's high-quality:

Volume 1 (April 1973)

Volume 2 (September 1973)

Note: Use the Swap Shop idea to develop an exchange activity in your own school!

Leeper, Robert R. (ed.). Humanizing Education: The Person in the Process. Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1967.

All of the papers in this publication focus on topics concerned with humanizing education. They range from Carl Rogers essay on "Interpersonal Relationship in the Facilitation in Learning" to Raymond Houghton's poignant paper concerning "The Focus on Humanism and the Teacher."

If the goal of education is to produce "self-actualizing" people who can interact in a positive, healthy way with the world, then both halves of that delicate balance must be dealt with. As Arthur Combs so aptly states: "Educators must concern themselves with the person and the world, the learner and the subject. Unbalanced concern with either half can destroy the very ends we seek." If we prioritized entries in this bibliography, this publication would rank in the top five in a list of "musts."

Levine, Donald M., C. Brooklyn Derr, and Richard P. Junghans, "Educational Planning with Organizational Development: A People-Involving Approach to Systemic Planning," Educational Technology, XII (October 1972), 14-26.

Two management systems, Planning-Programming-Budgeting and Organizational Development are inter-related into a planning design in this article. PPB systems provide rationales and frameworks for decision-making processes, while Organizational Development stresses identification of people-problems for the purpose of improving procedures and working relationships. Somewhat technical in nature, the piece condenses a great deal of information on systems planning and presents it in a fairly easy-to-read format. Decision commitment, goal-sharing, and information flow are some of the topics emphasized.

The following is an example of the kind of information offered:

"... Organizational development specifically seeks to open, on a permanent basis, avenues of communication to make goal-setting and interlevel interactions ongoing processes. These avenues become part of a feedback system by which feelings are expressed, openness is encouraged, information is transferred, and the system is changed ..."

Lyon, Harold Jr. Learning to Feel-Feeling to Learn: Humanistic Education for the Whole Man. Columbus, Ohio: Charles E. Merrill, Publ., Co., 1973.

Carl Rogers, in the foreword, introduces this as "a vital book for those responsible for classroom learning at every level... a book one cannot help but use, tempting everyone to try out some of the practical ways described for humanizing learning."

Humanistic education, the integration of cognitive learning and affective experience, attempts to develop what Lyons calls, the "human half of man." The other half -- "the intellectual half man" -- is typified by educators who avoid their own and their students' feelings, and "hide" behind "intellectual" securities. Seen in this light, education has to do with helping the student to function effectively on only the intellectual plane.

On the other hand, the "human half of man," is the affective or emotional side -- love, empathy, awareness, fantasy. Nurturing this is the process of humanizing. Schools must recognize that pleasure, spontaneity, and feelings are as vital as intellectual achievement.

Having stated the case, Lyons devotes most of the book to a comprehensive survey of specific humanistic techniques including group encounters, graduate program activities designed by Gerry Weinstein (University of Massachusetts Center for Humanistic Education), learning theater activities, Gestalt techniques and dozens of humanistic exercises developed and tested by teachers (e.g. role playing, trust walks, magic circle, etc.). There is even a section devoted to the need for training humanistic managers for education. These ideas and strategies can help to breathe much needed life into classrooms.

Maguire, Louis M., Sanford Temkin, and C. Peter Cummings. An Annotated Bibliography on Administering Change. Philadelphia, Pa.: Research for Better Schools, 1971.

Perhaps the most comprehensive annotated bibliography on the change process, this publication is divided into the following sections:

- Overview of Change Literature
- Organizing for Change
- Planning for Change
- Managing for Change

Subsections include entries in comprehensive planning, project management, problem-solving models, research reports, and management information systems.

Research for Better Schools developed the bibliography for their Administering for Change Program. The goal of the program is to create an institutional change capability for local school districts.

Novotney, Jerrold M. (ed.). "The Principal and the Challenge of Change." Dayton, Ohio: Institute for the Development of Educational Activities, Inc., 1971.

This publication describes best the educational leader for whom this Handbook is written. Novotney's essay entitled "Staff Involvement" points clearly to the behaviors and conditions necessary for a leader to move her/his school through change processes. Cooperation, reward, involvement are a few. Tye's article "Creating Disequilibrium" presents a concise explanation of the change process and lists excellent guidelines to design change strategies. They are simply:

- Become aware
- Enter into dialogue
- Diagnose needs and problems
- Examine goals
- Set priorities
- Decide
- Plan and organize
- Pretest the innovation
- Evaluate
- Revise

This monograph is vital to understanding the roles and responsibilities that pertain to the school administrator.

"Planning for a Change; A Resource Catalogue." Chicago, Illinois: Center for New Schools Inc. (February 1973), ED 083 668.

This 293-item catalogue lists selected entries that can be useful to planning groups and others interested in establishing new school programs. It is concerned with a crucial step in planning -- searching for alternatives.

This tool assists a planning group in using ideas and resources that exist in a group or community. Cited are books, articles, pamphlets, films and video-tapes that describe and analyze various types of new learning programs. The headings are: 1) "Education Today--What's Wrong With It;" 2) "Education and the Future;" 3) "What Needs to be Changed to Change Schools;" 4) "Equal Educational Opportunity;" 5) "Evaluating New Learning Programs;" and 6) "Additional Sources for Planning Groups."

Purdom, Daniel M. "Assessing Different Interpretations of Individualized Instruction." Keynote Address. Educational Improvement Center of Northwest New Jersey, Cedar Knolls, New Jersey, December 13, 1972 (Videotape, black and white, 25 minutes).

Despite the fact that educators often talk about the importance of developing individuality, they tend to try to turn out a uniform product. This incisive observation was made by Dr. Daniel Purdom during an EIC-NW workshop on Individualizing Instruction in December 1972.

Purdom points out that in order to accomplish the goals of individualized instruction, specific skills must be mastered. Learning to plan, to make choices, to evaluate, to learn how to learn, and to think independently are essential if we want our students to develop individuality, understand the world, move toward self-actualization, and develop feelings of competence.

Teacher reaction to individualized instruction, according to Purdom, is basically favorable. Disagreements arise on how it should be implemented, not on why it makes sense. The major area of contention revolves around who makes the decisions -- teacher, students, or both.

Purdom outlines the initial steps teachers and administrators can take to begin an individualized program in their schools. His approach may seem simplistic but his intent is to provide a practical plan that can serve as a stimulus and it succeeds as such.

Schmuck, Richard, Philip J. Runkel, Steven L. Saturen, Ronald T. Martell, and C.B. Derr. Handbook of Organization Development in Schools, Palo Alto, Ca.: National Press Books, 1972.

The concept of the self-renewing school advocates collaborative decision-making teams who work responsively and adaptively in school organizations. Schools are fundamentally human systems. Openness, trust, respect and mutual support enable teams of professionals to deal in problem-solving and decision-making situations. Handbook contains recommended activities, appropriate excerpts, and specific strategies in the following areas:

- organizational theory
- organizational training
- clarifying communication
- establishing goals
- uncovering and working with conflicts
- improving meetings
- solving problems
- making decisions, and
- assessing changes

The concept of organizational development is an integral part of planning systems. This publication succeeds in helping educational leaders to operationalize the theory supporting organizational development.

Stahl, Dona K. and Patricia Angalone. Individualizing Teaching in Elementary Schools. West Nyack, N.Y.: Parker Publ. Co., Inc., 1970.

This book is a comprehensive package of suggestions that will enable the user to put abstract theories of individualization into viable classroom practice. These suggestions are flexible enough to allow for individualization without causing radical changes in the school's organizational patterns.

Along with an overall rationale for individualization, some light is shed on the evolving role of the teacher. An array of strategies and techniques are examined.

Steps Toward Greater Individualizing: Report of a Summer Institute. Oregon Small Schools Program. Salem, Oregon: Oregon Board of Education, 1973.

Participants in the Summer Institute developed multi-media learning packages on the elements of individualized instruction. Articles run the gamut from a general look at individualization to specific elements like scheduling, administrative organization, etc.. This is a rich resource. One particularly valuable aspect is the final section which presents a long-range plan for individualizing in Oregon's small schools. Major phases are:

- Step I - "Where do we want to be?" (Preplanning)
- Step II - "Where are we now?" (Preassessment)
- Step III - "How shall we get there?" (Major Activities)
- Step IV - "How will we know we've arrived?" (Evaluation)

"The Student as Person -- A Vision Explored," Theory into Practice. Columbus, Ohio: The Ohio State University, XIII (December 1974).

This special issue of TIP contains a wide assortment of articles which appeared in the journal during the last few years. It is a tribute to Jack Frymier, former editor, and as such purports to represent his spirit. As such, it succeeds in representing the dignity of human beings and the hopes of humanity.

For example, one excerpt reads:

A child is far more likely to become a fully functioning person if adults focus primarily on this development of strong social commitments ... A strong person can keep moving forward into new avenues of self-fulfillment and can, if he must, carry with him a good many personal and social stresses.

Merl Bonney, "Self Becoming as Self-Growth."

An article based Rilke's concept of love concludes:

The very possibility of becoming a person or self rather than a mere hollow persona in today's society is in real jeopardy ... the young constitute the hope of the future because they, more than any, are demanding a new culture in which society must turn to love... (schools), more than any institution, must be responsive to this need or they fail the young they are to serve...

William F. Pilder, "Youth: Society's
Hope for Love."

A selection defines our challenge as:

... (the need) to move profoundly into one's own personhood and from this newly realized source of life understanding, develop frames of reference which might be useful in the revision of institutions that they may serve life rather than death ... the curriculum builder is caught in his social role ... He seeks now to generate a "whereness" frame by which to locate both himself and other men and, thus, to invite their fresh relationship in a new found source for composing life. The mood is invitation, and humbleness, and deep searching, first, for the germ of life in oneself and, then, in man.

Ross L. Mooney, "Perspectives on Ourselves."

In this issue, Gerry Weinstein explains his curriculum model ("A Guide to Humanistic Psychological Curriculum") and Allen Glatthorn shares his views on the learning community.

We know of no other single issue of a magazine which better completes the statement "Humanizing Learning is..."

Swaab, A.M. "Organizational Change and the Principal," Educational Technology, XII (October 1972), 55-57.

Organizational Development is a tool for change in a school system. Swaab points to the norms of "uncooperativeness, lack of openness and trust" among faculty and administration. He introduces two more impediments to bringing about change. The first is the fact that the school is public domain: public opinion is less in favor of change. The second is the "survival factor" which pertains to the fact that teachers come out of a prescribed methodology for their professional behavior. If they survive the rigors of the class, they have not only survived but have done "well". Swaab concludes his article with an overview of the organizational development process and his own experiences as a principal in his school system.

Talmadge, Harriet, ed. Systems of Individualized Education. Berkeley, Ca.: McCutchan Publ. Co., 1975.

Three developmental efforts have resulted in individualizing programs -- Individually Guided Education (IGE), Adaptive Environments for Learning (an extension of Individually Prescribed Instruction), and Planning for Learning in Accordance with Needs (PLAN). This book attempts to describe and relate how each, operating within the school environment, addresses itself to the needs of individualization. Klausmier, Glaser and Rosner, and Flanagan and his team succeed. You will discover the theoretical framework of each program, the relationships to curriculum designs, and some projections into the future. Especially comprehensive is Klausmeier's description of the IGE concept.

Interestingly, however, other sections of the book which were intended to be merely supportive, are in themselves significant. Walberg, for example, asserts the need for analytic models to deal with educational issues, traces the historical development of psychological theories, and presents a taxonomy of psychological models of instruction.

Louis Rubin, writes of the relationship between individualization of learning and that movement which has come to be called "affective education." If you've been challenged by skeptics to define the outcomes of (affective ed), try Rubin's basic phrases -- "... a healthy self-concept, a sense of well-being, the ability to cope with emotional susceptibilities, and a sound portfolio of values." He makes succinct points to curriculum people. Cognitive coping skills should be taught. Cognition and affect interact in multiple ways. Ties exist between attitude and self-concept, and between self-concept

and need. You will welcome this section as a much-needed dimension of theory. "... Affective education could serve as an ameliorating movement ... one can hardly deny (however) that the present treatment of emotion in the curriculum constitutes a deficiency sorely in need of attention."

To some readers, this book will be theoretical. This however, should not be viewed as a weakness. Readers will find the work highly readable and of broad use to administrators and curriculum personnel.

Trump, J. Lloyd. "On Humanizing Schools: Point of View and Basic Issues," *NASSP Bulletin*, 56, 361 (February 1972), 9-16.

Trump defines a humane school by listing twelve inclusive characteristics that influenced in part the development of this Handbook. A few of these are:

"A humane school ... recognizes that the principal more than anyone other person creates a humane environment in the school; and, therefore, frees him from routine managerial tasks to permit him to get out of the office to work with pupils and teachers to develop more humane programs and procedures for everyone ... It (a humane school) makes sure that every pupil is known as a total human being -- educationally by a teacher advisor who helps him personally to diagnose his needs, plan his program, evaluate his results and plan accordingly for the future."

Trump explores the concept of options and ways in which principals can create a more humane school.

Weinstein, Gerald and Fantini, Mario. Towards Humanistic Education -- A Curriculum of Affect. New York, N.Y.: Praeger Publ., 1970.

This book is an outgrowth of a project originally designed to discover methods to improve the education of poor, minority group children. What ultimately became the substance of the book is a formulation of a vital, new approach to the education of all children.

The authors' main contention is that education must focus on the concerns of learners, or relevance to the life-style of each student.

The book identifies the need to:

- 1) match teaching procedures to children's learning styles;
- 2) relate materials more closely to learner's knowledge of his physical environment;
- 3) pay more attention to learner's feelings;
- 4) emphasize concerns of learners.

The book presents a model for developing an effective curriculum and includes diagnostic methods and activities. An overview of the model is as follows:

- 1) identifying the learners;
- 2) identifying shared concerns (three major ones' self-image, disconnectedness, control over one's life);
- 3) diagnosing underlying factors (varying manifest of identical concerns);
- 4) organizing ideas;
- 5) identifying content vehicles (learners' reality);
- 6) identifying learning skills;
- 7) identifying teaching procedures;
- 8) identifying learning outcomes.

Weisberger, Robert. Trends, Issues, and Activities in Individualized Learning. Stanford, Ca.: ERIC Clearinghouse on Media and Technology, 1972.

Weisberger traces historically individualizing learning (from Glaser through Edling), describes trends and directions the movement is taking, and lists people, associations, books, etc.. Most impressive is his eclectic definition of the process:

Learning can be said to be individualized to the degree that the learner believes that his education is personalized to meet his needs and facilitates and encourages his independent progress. More fully stated, learning has been individualized if:

- 1) the learner's progress is largely dependent on his own effort;
- 2) his performance and preference can influence the selection of modules of subject matter;
- 3) he can decide whether he wants to work independently or interact with others in furtherance of his studies;
- 4) he has the freedom to select instructional resources to suit his own learning style;
- 5) he views the school personnel (teacher, aide, etc.) and others (classmates) primarily as human resources rather than as supervisors or competitors;

- 6) he exhibits an active, purposeful approach to learning tasks when unsupervised, and thinks of school as only one of the settings in which learning can occur;
- 7) he has control, within admissible school standards, over where and when he studies;
- 8) he feels that the intended outcomes of instruction are relevant and attainable;
- 9) he understands how to proceed toward the accomplishment of those outcomes;
- 10) he is aware that he is evaluated against his own potential rather than that of others, and is given fairly frequent knowledge of his status relative to his learning goals.

Weisberger, 1972

This is perhaps the most succinct list of such characteristics available.

A selected bibliography of books, journals, associations and meetings concludes a publication which is a basic reference in its field.